DOCUMENT RESUME

ED 416 927 JC 980 129

AUTHOR	Baylard, Dana Reece, Ed.
TITLE	Mt. San Jacinto College Student Equity Plan Update, 1997.
INSTITUTION	Mount San Jacinto Coll., San Jacinto, CA.
PUB DATE	1997-09-00
NOTE	132p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Access to Education; Affirmative Action; College Administration; *College Planning; Community Colleges; Diversity (Student); Educational Objectives; Educational Opportunities; *Educational Policy; Educational Quality; Equal Education; Ethnic Groups; *Institutional Mission; *Minority Groups; School Demography; Two Year Colleges
IDENTIFIERS	*Mount San Jacinto College CA

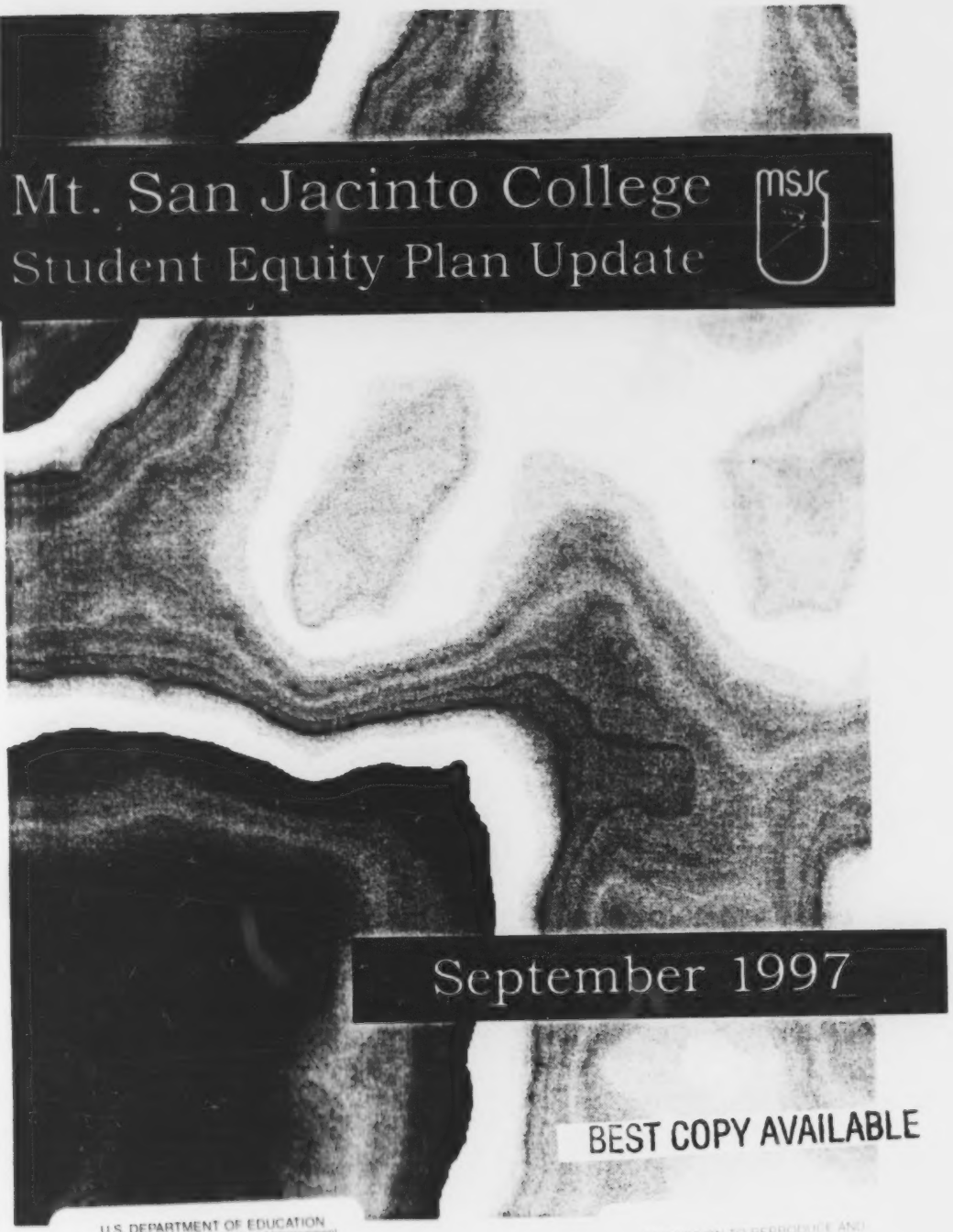
ABSTRACT

The Student Equity Plan developed by California's Mount San Jacinto College (MSJC) is intended to ensure equal access of historically underrepresented and ethnic minority students. This update provides current information on the goals and activities involved in the plan. An executive summary reviews state legislation mandating the development of student equity plans, the goals and initiatives of the plan, and student equity indicators used at MSJC. The second section provides background information in the plan's development, and the third offers suggestions for improving campus climate. The fourth section discusses student access at MSJC, illustrates the percentages of ethnic groups in the college service area and student body, and suggests that the college's funding be increased in order to adequately serve all students. Sections five through eight offer data by ethnic group and gender on basic skills completion, successful course completion, degree and certificate completion, and transfer. The final sections describe MSJC's completed goals and its annual review model. Appendices include an agenda for Pre-College Day, entitled Dimensions of Diversity, and memoranda related to student equity. (YKH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 927

Mt. San Jacinto College
Student Equity Plan Update



September 1997

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. B. Mason

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

JC 980 129

Mt. San Jacinto College
Student Equity Plan Update

Roy B. Mason II, Ph.D.
Superintendent/President

Board of Trustees
Eugene Kadow
Ann Motte
Kelly Roberts
Gwen Schlange
Wayne Stuart

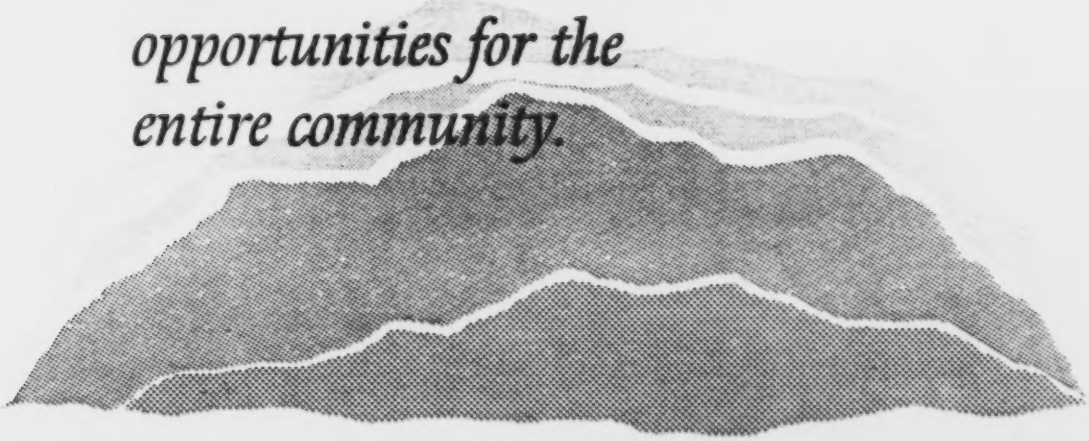
Submitted by
Mt. San Jacinto Community College
Office of Institutional Advancement
Institutional Research
September 1997

Mt. San Jacinto College
Student Equity Plan Update

Table of Contents

I.	Executive Summary	1
II.	Introduction and Background	3
III.	Campus Climate	4
IV.	Access	13
V.	ESL/Basic Skills Completion	27
VI.	Successful Course Completion	39
VII	Degree and Certificate Completion	57
VIII.	Transfer	66
IX.	Completed Goals	73
X.	Annual Review Model	76
XI.	Appendix A	77
XII.	Appendix B	78

It is the mission of Mt. San Jacinto College to provide excellent academic, career and life-long learning programs in a student-centered environment while meeting the needs of the diverse communities and populations served, and to promote the cultural and ethnic diversity of students and staff. As a major community resource, the college also provides programs for personal enrichment and cultural opportunities for the entire community.



ADOPTED BY THE MT. SAN JACINTO COLLEGE BOARD OF TRUSTEES ON MAY 10, 1994

Executive Summary

Legislation

The Student Equity Policy adopted by the Board of Governors in September 1992 requires districts in the community college system to develop student equity plans. The intent is to assure that the college population reflects the diversity of the college's demographic area and to increase the access, success, transfer, and completion of degrees and certificates of historically under-represented and ethnic minority students. During Spring 1993, the Chancellor's Office of the California Community Colleges established regulations on student equity, mandating the development of student equity plans. The definition of "Student Equity" can be found in Subchapter 4, section 54220, Division 6 of Title 5 of the California Code of Regulations.

Goals and Initiatives

The majority of historically under-represented students currently enrolled in higher education are enrolled in community colleges. Consequently, the success of these students depends upon the community college system's ability to retain and educate them. After seeking input from all college sectors, the Student Equity Committee has identified barriers and set goals in order to assure that all students and potential students of Mt. San Jacinto College, specifically those who have been historically under-represented in higher education, feel welcome and have equal opportunities for educational success.

The *Student Equity Plan Update* addresses the following indicators: Campus Climate, Access, Basic Skills and ESL, Course Completion, Degrees and Certificates, and Transfer. Each section of the plan begins with a chart which includes and explains the research. Following each chart is a section entitled Research Implications which summarizes the data. Then the Goals are presented with charts which identify barriers, implementation strategies, accountability, timeliness, resources, and evaluation benchmarks. To complete the review of Barriers established by the College for the Student Equity Plan Update, all employees, departments, and committees named in the report received highlighted sections of the report for their review. Several follow-up reminders were then sent, as well as a general memoranda to all college employees allowing those not named in the reports' accountability sections to contribute.

The following goals serve as student equity indicators:

- **Campus Climate**:
  To enhance the campus climate at MSJC so that all students and employees feel welcome; To increase awareness of and sensitivity toward historically under-represented groups among all students and employees

- **Access:**
  To establish an ethnic distribution of enrollment that reflects the adult population of our service area by 2000; To increase college funding base so that all students, specifically historically under-represented students, have access to college.

- **Basic Skills**:
  To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English within six semesters of having completed the final ESL course; To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English and math within six semesters of having completed the final basic skills course

- **Successful Course Completion**:
  To increase completion rates by 5% a year for each historically under-represented group; To reduce the difference between all groups to a maximum of 10% by 2000; To maintain standards of rigor throughout the process

- **Degree and Certificate Completion**:
  To increase the total number of degrees and certificates awarded by 10% a year; To ensure that the ethnic distribution of degree and certificate recipients is equal to the enrollments four years earlier

- **Transfer**:
  To increase by 5% a year the number of students who transfer; To ensure that the ethnic distribution of transfer students is within 2% of the enrollments four years earlier

The Student Equity Committee oversees efforts to achieve these goals.

Resources

The offices and departments responsible for the implementation of goals are responsible for seeking appropriate funding avenues for the achievement of these goals. The Student Equity Committee monitors implementation, accountability, target completion dates, and evaluation benchmarks.

Conclusion

It is the mission of Mt. San Jacinto College to provide excellent academic, career and life-long learning programs in a student-centered environment while meeting the needs of the diverse communities and populations served, and to promote the cultural and ethnic diversity of students and staff. As a major community resource, the college also provides programs for personal enrichment and cultural opportunities for the entire community.

The Student Equity Plan reflects the college community's involvement in and commitment to this purpose.

For additional information about Mt. San Jacinto College's Student Equity Plan, please contact Dana Reece Baylard in the Office of Institutional Advancement, Institutional Research.

Introduction and Background

Plan Development

This plan exemplifies the collaborative work of representatives from all college constituencies, originally led by the Student Equity Committee, a committee comprised of students, faculty, staff, and management. The initial charge of the committee was to develop a Student Equity Plan that would be reviewed and revised within the college's shared governance procedure.

Mt. San Jacinto College has designated student equity as a significant part of the ongoing planning agenda coordinated by Institutional Research to insure wide range involvement of all segments of the campus. The focus of student equity planning has been to assure equal access while maintaining excellence in academic standards.

Methodology and Limitations

The State recommended student equity indicators were utilized to guide student equity research at Mt. San Jacinto College. Research focused on area demographics, student body demographics, ESL and basic skills completion rates, successful course completion rates, degree and certificate completion rates, and transfer rates.

Completed Goals

The 1997 Student Equity Plan Update incorporates a new section entitled Completed Goals. Although many goals have been met yet require ongoing efforts and are therefore not included in this section, this section allows the district to review its completed accomplishments.

Campus Climate

Research Implications

The California Postsecondary Education Commission (CPEC) published three documents (1990-1992) in which it examined the relationship between campus climate and student equity. These documents respond in part to Assembly Bill 4071 (Vasconcellos, 1988), which directed the Commission to investigate the feasibility of developing an educational assessment system for California higher education. CPEC recommends that all California institutions of higher education assess campus climate as it relates to equity in order to assure that all historically under-represented students feel welcome and supported in their pursuit of educational advancement.

The purpose of Campus Climate research at Mt. San Jacinto College was to assess the extent to which MSJC campuses provide a welcome and supportive environment for students of special groups. These groups include ethnic groups, racial groups, women, disabled students, and a variety of groups which were addressed less comprehensively, including gays and lesbians and age groups.

In 1995, questionnaires were administered to students in two ways: by mail (former, current, and potential students) and in classrooms (Summer, 1995). Questionnaires for full-time faculty and all staff were administered during the Fall Pre-College meeting (1995), and additional surveys were distributed to all offices to assure that all staff were able to participate.

Additionally, a memorandum was sent to all managers, faculty, staff, ASB, and student clubs inviting suggestions for enhancing campus climate, and interviews were conducted of faculty and staff who could provide additional information in relation to the assessment of campus climate. For the 1996 and 1997 student equity plan updates, memorandums were again sent to all faculty, managers and staff inviting their input toward the enhancement of campus climate and student equity within the Mt. San Jacinto Commuinity College District. The suggestions generated by the interviews and memoranda were incorporated into the Barriers, Implementation Strategy, and Accountability sections of the report.

Research Summary

Questions:

- Does Mt. San Jacinto College provide a welcoming and supportive environment?
- Do students experience bias?
- Is the campus climate friendly and welcoming to faculty and staff?
- Do faculty and staff (including administrators and managers) provide a friendly and welcoming environment?

Conclusions:

- Mt. San Jacinto College is a friendly and welcoming place for most students and faculty according to questionnaire responses.
- Most students from special groups expressed a need for further multi-cultural enrichment.
- Significant discrepancies exist within faculty concerning demographic representation, equality for student groups, and sexist and racist behaviors.
- A significant number of faculty respondents expressed a distinct disinterest in attending workshops concerning special groups.
- A significant portion of staff respondents expressed that disparaging comments, sexist and racist behavior, and rude treatment existed within faculty, staff, and administration.
- Assessment of campus climate was more neutral for staff.

Goal: ***To enhance the campus climate at MSJC so that all students and employees feel welcome.***

Goal: ***To increase awareness of and sensitivity toward historically under-represented groups among all students and employees.***

CAMPUS CLIMATE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for increased understanding about a variety of ethnic/cultural backgrounds and ability levels among students, staff, faculty, and managers	**1.a** Provide College-wide training on equity issues.	**1.b** Office of the President	**1.c** ~~Fall~~ *14 August* 1997 -- Ongoing, annual	**1.d** ~~College questionnaires~~ Pre-College Day ~~packets~~ *materials*. (The Office of the President is committed to this goal and will support the addition of this training into college-wide activities.) *See Appendix A.*
	Provide additional flex activities which promote cultural awareness and differences in learning styles.	Flex ~~Coordinator~~ Committee Faculty	~~Spring 1997 --~~ Ongoing, *Underway*	Flex Manual. The flex program has offered in the past and will continue to offer workshops on understanding differences in learning styles and how to teach multiple intellengences. ~~For example, the 1997 Myers-Briggs learning inventory workshop. Additionally the Flex committee will endeavor to add a cultural awareness workshop to the 1997 program.~~ *The flex schedule includes Diversity Appreciation on 14 August 1997; Communications skills on 14 August 1997; Employer/employee relations on 8 January 1998; and Human Diversity on 9 January 1998: See Appendix A.*
	Provide additional flex activities/training for instructors and front line staff designed to increase awareness of disabled students' needs	Disabled Student Program *Flex Committee*	~~Spring, 1997 --~~ Ongoing, *Underway*	Flex Manual *The Flex schedule includes DSP, EOPS, and Learning Center issues on 14 August 1997. See Appendix A.*
	Provide Pre-College Day presentation on disabled students	Disabled Student Program	Current (once yearly) -- Ongoing	Pre-College Day Packet. *See Appendix A.*
	Display student artwork throughout the public areas of the campuses (e.g., board room, student lounge, staff break rooms, etc.).	Student Services ASB Art Gallery	Fall, 1997 -- Ongoing	Student Equity Report

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. (continued) Need for increased understanding about a variety of ethnic/cultural backgrounds and ability levels among students, staff, faculty, and managers	**1.a (continued)** Place acrylic boards on the campus greens to display/highlight club activities, student awards, class/activity information, and cultural contributions.	**1.b (continued)** Student Services Director of Government and Community Relations ASB Faculty	**1.c (continued)** Spring, 1998 -- Ongoing	**1.d (continued)** Acrylic boards in place
C. Need for students to feel a greater sense of belonging or "mattering" to MSJC community	**2.a** Develop an internal follow-up system for new/at risk students that takes place prior to first census.	**2.b ~~Office of Research~~** Information Services *Counseling Office*	**2.c** Fall, 1998 -- Ongoing	2.d Follow-up system designed and in place. ~~Institutional Research Update: This process is now underway in the Office of Research.~~ *Institutional Research tracks and reports on basic skills students. Counseling has a system which allows instructors to identify at risk students so that counseling may contact them for follow-up.*
	Design and implement mentoring system for new/at risk students.	Student Services Instructional Faculty	Fall, 1998 -- Ongoing	Mentoring system designed and in place
	Increase "college hour" activities (e.g., brown bag lunch lectures/gatherings) which allow students, faculty, and staff to interact and increase student awareness of student clubs.	Student Services ASB Advisor ASB Student Clubs	Fall, 1997 -- Ongoing	Student Handbook
	Create a "college hour" on MVC which provides equal opportunities for students, faculty, and staff of MVC to interact.	Student Services ASB Advisor ASB Student Clubs	Fall, 1997 -- Ongoing	Student Handbook
	Provide evening club activities/events so that night students have increased social contact possibilities.		Fall 1997 -- Ongoing	Club/activities fliers
	Provide "welcome" signs in several languages which direct students to first contact offices (both campuses).	Student Services	Fall 1998	

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for increased college activities/events which highlight different cultural contributions/backgrounds	**3.a** ~~Hold a cultural fair/expo each year to help faculty, staff, and students become more aware of the diversity on campus and in the community~~ *Hold a collaboratively developed All-College Day which will include cultural awareness activities for faculty and staff* Provide faculty lectures and student speakers on cultural contributions/backgrounds	**3.b** ~~Student Services Human Resources~~ *Shared Governance Committee* ASB Interested student clubs Faculty	**3.c** Fall, ~~1996 --~~ *1997* Ongoing, yearly. Set for ~~October 22, 1996~~ *August 14, 1997* Current -- Ongoing, at least twice a semester, each campus	**3.d** ~~Fair/Expo documentation/fliers Newspaper articles~~ *Event planning documents. See Appendix A.* Campus fliers Taped presentations (dependent upon presenter permission -- all presentations may not be available)
C. Need for customer service/cultural awareness training for all front-line employees, especially in student services	**4.a** Sponsor a district-wide effort in this area. *Work with other departments to develop a better employee orientation program*	**4.b** Staff Development Committee *Human Resources*	**4.c** Fall, 1996 -- ongoing *1997/98*	**4.d** Training Program implementation (Underway) *Orientation Program in place*
C. Need for increased funding base so that additional faculty/staff/management can be hired	**5.a** Continue to lobby for allocation of funds which coordinate district population growth rate with FTE.	**5.b** Office of the President Business Services Board of Trustees	**5.c** Fall 1997 -- ongoing	**5.d** Increase in funding allocation. (The Board of Trustees has endorsed this Mt. San Jacinto College legislative agenda. The increase in funding awarded to Mt. San Jacinto College has resulted in additional hires in faculty, staff, and management.)

15

16

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for recruitment efforts which result in a more diverse applicant pool for faculty/staff/management positions	**6.a** Submit job opportunity information to organizations/search service organizations which support an ethnically diverse applicant pool.	**6.b** Human Resources	**6.c** Current -- ongoing	**6.d** Increase in ethnic diversity within district employee population
	Query other colleges about potential sources for increased diversity in applicant pool.	Human Resources	Current -- ongoing	Greater employee diversity
	~~Maintain Affirmative Action records which attest to diversity of applicant pool~~ *Transition the Affirmative Action duties out of the Human Resources office*	Human Resources	~~Current -- ongoing~~ *Fall, 1997*	~~Greater employee diversity~~ *Affirmative Action duties separated from HR*
C Need for more cultural diversity-related courses	**7.a** Review course offerings of other colleges.	**7.b** AD HOC Group created by the Curriculum Committee	**7.c** Spring, 1996 (Report to be presented in Fall, 1996)	**7.d** Report presented to Curriculum Committee
	Update curriculum to include greater diversity	All academic departments	Fall, 1995 -- ongoing	Course descriptions: outlines and college catalog. (Underway, timeline is appropriate. The Program Review model approved for the 96/97 academic year directly addresses diversity in each program.)
	Add cultural diversity-related courses to curriculum	All academic departments Curriculum Committee		

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for better communication college-wide. (College-wide efforts to improve communications continue. ~~All managers attended a two-day retreat to develop and strengthen communications at the management level. Moreover,~~ Weekly management meetings now take place. The Student Services sector has undergone significant reorganization to enhance communication. All counselors, including categorically funded counselors, are now working under a Division Director. The Division Director is elected by the counseling staff, so the leadership is responsive both to the counselors and to the administration.)	**8.a** Provide departmental updates for circulation within the department (e.g., policy changes and meeting times).	**8.b** All areas/departments	**8.c** Spring, 1996 -- Ongoing	**8.d** Update will be maintained in department files
	Provide departmental updates for circulation outside the department e.g., department responsibilities and policy changes).	All areas/departments	Spring, 1996 -- Ongoing	Updates will be maintained in department files
	Enhance course scheduling coordination between academic departments.	Office of Instruction All department chairs	Fall, 1996 -- Ongoing	Course schedules *A Schedule Improvement Task Force has been created to address scheduling needs. Task Force recommendations have been included in course schedules.*
	Increase dialogue/coordination between related/interdependent departments (e.g., counseling and DSP; counseling and academic faculty, DSP and facilities).	All related/interdependent departments Administration, faculty, and staff	Spring, 1996 -- Ongoing	Communications between departments will be maintained in department/area files
	Provide both campuses with communication technology so that meetings which involve both campus personnel can be attended.	Office of the President Business Services	Fall, 1996	Implementation of communications system. This goal has been met. ✓
	Provide students with departmental/individual flow chart in Student Handbook so they know where to go dependent upon their needs.	Student Services	Fall, 1996	Student Handbook
	Provide department/area network access.	Office of the President	Current -- Ongoing	Computer address file. This goal has been met. ✓
	Hold additional college-wide functions, workshops, and social activities that involve staff and faculty of both campuses so that shared goals and interests can be highlighted.	Staff Development Committee Flex Committee	~~Spring, 1997 -- Ongoing~~ *Current, Ongoing*	Staff Development Committee Minutes ~~Flex Committee Minutes~~ *Flex activities have been created.*

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
C. Need for adequate compensation/recognition of MSJC staff	**9.a** Continue and expand faculty/staff recognition activities	**9.b** College Administration Office of the President Foundation College Administration Classified Senate College Administration Classified Senate	**9.c** Current -- Ongoing Current -- Ongoing Fall, 1995 -- Ongoing	**9.d** College records of activities underway Job descriptions. Underway, timeline is appropriate Job descriptions (This topic needs to be better focused on its impact on student equity issues. However, the District made great strides in this area by adopting a single unified salary schedule in Spring 1996. Areas such as additional pay for bilingual staff can only be addressed in the negotiating environment. In addition, the entire classification system for classified staff was reviewed, with one-half of the panel coming from the classified staff ranks.)
C. Need for additional staffing to prevent excessive employee stress and student frustration	**10.a** Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	**10.b** Office of the President Business Services Board of Trustees	**10.c** ~~Fall, 1995 --~~ Ongoing, *Underway*	**10.d** Correspondence with State/Government Officials Increase in funding allocation. The Board of Trustees has endorsed this MSJC legislative agenda. The increase in funding awarded to MSJC has resulted in additional hires in faculty, staff, and management.

Student Access at MSJC

Access Research

The comparison of percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

Area Population	Percentages
Asian	2.93%
African American	3.42%
Hispanic	19.68%
Native American	1.24%
White	83.44%
Female	51.89%

Area population is based on projection of the 1990 census by zip codes within service area. As MSJC service area is determined by trustee areas (comprised of census tracts) instead of zip codes, these data cannot be considered entirely representative.

Hispanic grouping has been projected as an ethnicity and may therefore overlap with other race categories. Therefore, comparisons between area Hispanic population and MSJC Hispanic population cannot be considered entirely representative. Disabled data are unavailable.

Spring, 1995

MSJC Population	Male		Female		Total	
Asian	0.89%	n = 056	0.95%	n = 060	1.84%	n = 116
African American	1.76%	n = 111	1.52%	n = 096	3.29%	n = 207
Filipino	0.64%	n = 040	0.81%	n = 051	1.44%	n = 091
Hispanic	6.70%	n = 422	11.05%	n = 696	17.75%	n = 1118
Native American	0.86%	n = 054	1.62%	n = 102	2.48%	n = 156
White	24.43%	n = 1539	44.79%	n = 2821	69.23%	n = 4360
Pacific Islander	0.11%	n = 007	0.14%	n = 009	0.25%	n = 016
Disabled	1.89%	n = 119	2.56%	n = 161	4.44%	n = 280
Female					63%	n = 3996

MSJC Population represents Spring 1995 enrollment

"n" = the total number of students

Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

BEST COPY AVAILABLE

Spring, 1996

MSJC Population	Male		Female		Total	
Asian/Pacific Islander	1.04%	n = 60	1.14%	n = 66	2.18%	n = 126
African American	1.84%	n = 106	1.52%	n = 111	3.36%	n = 217
Filipino	0.85%	n = 49	0.83%	n = 48	1.68	n = 97
Hispanic	7.44%	n = 430	11.15%	n = 644	18.59%	n = 1074
Native American	1.00%	n = 56	1.80%	n = 102	2.80%	n = 158
White	22.54%	n = 1302	42.76%	n = 2470	65.30%	n = 3772
Disabled	2.10%	n = 19	2.90%	n = 170	5.00%	n = 289
Female					60%	n = 3441

MSJC Population represents Spring 1996 enrollment

"n" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Spring 1997

MSJC Population	Male		Female		Total	
Asian	n = 78	0.9%	n = 98	1.1%	n = 176	1.9%
African American	n = 178	1.9%	n = 186	2.0%	n = 364	4%
Filipino	n = 64	0.7%	n = 64	0.7%	n = 128	1.4%
Hispanic	n = 677	7.4%	n = 952	10.4%	n = 1,629	17.9%
Native American	n = 74	0.8%	n = 141	1.5%	n = 215	2.4%
White	n = 2,109	23.1%	n = 3,530	38.6%	n = 5,639	61.7%
Pacific Islander	n = 25	0.3%	n = 16	0.2%	n = 41	0.4%
Disabled	n = 98	1.1%	n = 184	2.0%	n = 282	3.1%
Female					n = 5,465	59.8%

MSJC Population represents Spring 1997 enrollment

n = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Research Implications, 1995

California Community Colleges are designed to provide open access to all Californians who have graduated from high school as well as those who have not graduated but who are 18 years of age or older and can benefit from instruction. Mt. San Jacinto College, due to an enrollment cap which did not reflect its status as the second fastest growing district in the state, has been unable to adequately serve its community, which is growing rapidly and becoming increasingly diverse. According to projections of the 1990 census, the community Mt. San Jacinto College serves has grown by ten to twelve percent with a fairly even distribution by ethnicity and race. Consequently, ten to twelve percent of the population, regardless of ethnicity or race, has not been served. Due to increased funding for the 1996-97 year, Mt. San Jacinto College expects to experience rapid growth and to begin to serve that population.

Although Mt. San Jacinto College's enrollment appears to reflect the diversity of the community fairly well, the College is concerned that because of rapid growth in the services area, the census projection may not adequately reflect the diversity of the community. Funding limitations impacted outreach and recruitment efforts; however, the College is now working hard to expand these efforts.

Community representation of Asians, when compared to college enrollment of Asians, Filipinos, and Pacific Islanders, is slightly below (.13%) their representation in the community. Hispanics are 1.93% below their representation in the college; however, as Hispanic (as an ethnicity) overlaps with race categories, this number may not be entirely representative. Native Americans are represented at 1.24% above their numbers in the community. Women are represented at 12% above their numbers in the community.

Research Implications, 1996

Mt. San Jacinto College is still concerned that the census projection may not adequately reflect the diversity of the community and is hence planning to incorporate additional factors into a census projection slated for next year.

College representative of Asians and Pacific Islanders, African Americans, Filipinos, Hispanics, and Native Americans has risen slightly, with the greatest gains made by the Hispanic population (0.84%). The Disabled Student population has also increased slightly (0.56%). The gain in historically under-represented students represents a 3.93% increase in diversity for the college student body.

While the College is pleased that it has made progress toward both of its Access goals, increasing student diversity and increasing the college funding base are still considered to be of primary importance.

Research Implications, 1997

Mt. San Jacinto College is still concerned that the census projection may not adequately reflect the diversity of the community and has worked with additional census projection data in order to address this issue; however, as the MSJCCD is a rapidly changing district, additional work needs to be done.

The college district is anticipating that the 2000 census will reflect a much greater ethnic diversity than is reflected in available census projection data, not only because K-12 enrollments indicate greater diversity than available census projection data, but also because the district includes many affordable new housing developments which are attracting people of all ethnicities to the district. Therefore, MSJCCD will continue to seek to enhance diversity and to create an environment which welcomes students and potential students of all ethnicities.

The College has made excellent progress toward its Access goal to increase the college funding base and to consequently increase course offerings so that the district population can be better served. With the exception of students enrolled in the Disabled Students Program, enrollments for females and all ethnicities have increased. The enrollments in the Disabled Student Program, while down 1.9%, may be affected by the delay in testing such a large influx of new students and may therefore not be an accurate representation. Filipino, Native American, and Hispanic populations are down a fraction of a percent; Asians/Pacific Islanders and African Americans are up a fraction of a percent. Although the actual numbers of students increased for all ethnicities, including white students, the largest percentage loss was made by white students, down 3.6%. Female students were down a fraction of a percent.

Goal: To establish an ethnic distribution of enrollment that reflects the adult population of our service area by 2000

Goal: To increase college funding base so that all students, specifically historically under-represented students, have access to college

ACCESS

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for increased funding base/increased course offerings so that district population can be adequately served.	1.a Continue to lobby for allocation of funds which coordinate district population/growth rate with FTE.	1.b Office of the President Business Services Board of Trustees	1.c ~~Fall 1995 –~~ Ongoing, *Underway*	1.d Increase in funding allocation. (The Board of Trustees has endorsed this MSJC legislative agenda. The increase in funding awarded to MSJC has resulted in an additional base which will allow the college to serve its district population more adequately.)
A. Need for better telephone access to both college sites and between sites	2.a Work with telephone service vendor to increase telephone system capacity	2.b Business Services	2.c Fall, 1995; Fall, 1997	2.d Contact documentation with vendor Telephone system update. (This upgrade has taken place. However, additional upgrading is necessary to keep pace with rapid college growth.)
A. Need for district-wide T.D.D. telephone system	3.a Work to secure T.D.D. telephone system	3.b Campus ADA	3.c Fall, 1997	3.d District-wide T.D.D. telephone system. DSP areas have TDDs for college/student business calls.

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for additional signs on campus, more clearly marked buildings, and additional doors with labels	**4.a** Determine areas/funding for additional signs to both campuses and begin additional sign installation	**4.b** Business Services Student Services Facilities	**4,c** ~~**Fall, 1996 –**~~ *Current, ongoing with completion scheduled for Winter, 1999 for the MSJC campus*	**4.d** Additional signs on both sites. Buildings on the San Jacinto Campus are now clearly marked with a building number which corresponds with the room numbers within the building. ~~**The Menifee Valley Campus needs to have the same system put in place.**~~ *An infrastructure project designed for completion during Winter 1999 will address signage more fully. Increased signage is scheduled for the MVC campus in Fall 1997.* *Our signs are mismatched with different type faces, different colors, inconsistent locations on buildings, etc. with no hint of a cohesive signage program, which could be a part of a larger visual identity program for the college (encompassing brochures, catalog, letterhead, vehicle markings, etc).* *Organizing an institutional identity campaign is a huge undertaking and is usually very costly.*

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for better marquee usage or new marquee on SJC campus; need for marquee for MVC.	**5.a** Coordinate marquee usage on the SJC and research new marquee possibilities Secure a marquee for MVC and ideally a new marquee for SJC	**5.b** ~~**Information Officer**~~ *Director of Government and Community Relations* ~~**Information Officer**~~ *Director of Government and Community Relations* Facilities	**5.c** Spring, 1996 -- Ongoing Fall, 1998 *or 1999*	**5.d** ~~**Information Officer Report. (The Public Information Office has taken over putting up information on the south marquee.**~~ *Additional marquee(s) in place.* The north marquee now covers sports, the art gallery, speakers and general district events. New letters are being purchased to replace those stolen or broken.) *"A better marquee" could be a $30,000 to $50,000 electronic signboard for the front of the campus, which has been looked into. Advertising on the sign will allow for this purchase and is under consideration.* Additional marquee(s) in place. ~~**A new SJC marquee and an MVC marquee are definitely needed. The Information Officer is working with Facilities on this.**~~ *No funds are currently available for a marquee for MVC. The SJC marquee is scheduled for replacement through deferred maintenance funds in 1998 or 1999.*
A. Need for switchboard operator awareness of all college events/activities	**6.a** Design and implement a method of correspondence between all offices/areas and ASB, and the switchboard	**6.b** ~~**Information Officer**~~ ASB *Director of Government and Community Relations*	**6.c** Current -- Ongoing, enhanced	**6.d** Information form. *Government and Community Relations* ~~**(The Public Information Office**~~ provides switchboards on both campuses with information received, monthly calendars of events, copies of news releases, etc., to keep current. Effort to improve that is ongoing, especially in the area of athletics where weather and other circumstances change dates and locations of events. An information form exists for use by clubs, groups, and departments to give information to ~~**the Public Information Office,**~~ *Government and Community Relations* which then gives it to the switchboards. Information can be funneled through the ~~**Public Information Office**~~ *Government and Community Relations* to switchboards to avoid confusion.)

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for more effective coordination among high school and community college staff and faculty	**7.a** Provide assessment at all area high schools. Coordinate increased communication through activities/meetings between high school and community college staff and faculty.	**7.b** ~~**Student Services**~~ *Dean of Student Services/Counseling* Counselors ~~**Student Services**~~ *Dean of Student Services/Counseling* Counselors	**7.c** Current -- Ongoing	**7.d** ~~**All high schools in the SJC service area are being done each spring. MVC has made the offer to all its high schools and will to Perris**~~ *H.S. Counselor training is conducted biannually, and a Counselor Manual is developed for high school counselors. A brochure and poster listing academic programs and other critical information is under development, and off campus assessment will be provided, as appropriate.* ~~**Meetings occur regularly between counselors at the two levels.**~~ *H.S. Counselor training is conducted biannually, and a Counselor Manual is developed for high school counselors. A brochure and poster listing academic programs and other critical information is under development, and off campus assessment will be provided, as appropriate* ~~**Meetings/activities between high school and community college staff and faculty**~~

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for additional knowledge among community members regarding MSJC educational opportunities and community activities	**8.a** Seek avenues for increasing community awareness of educational opportunities and community activities.	**8.b** Student Services Tech Prep Coordinator ~~Public Information Officer~~ *Director of Government and Community Relations*	**8.c** Fall, 1997 -- Ongoing	**8.d** Public Information Records. ~~(The Public Information Office~~ *(Governmental and Community Relations* has expanded its media and other outlets to include regional magazines and radio, has enhanced relations with media within the district, has taken part in trade fairs and other events within the communities MSJC services.) *"A need for additional knowledge among community..." A newsletter from the Director of Government and Community Relations would help staff keep up to date on current activities, upcoming public events, etc., assuming the staff are trained to pass that info along to the public.*
	Coordinate communications with the switchboard so that incoming calls regarding events/activities are effectively handled.	~~Information Officer~~ *Director of Government and Community Relations* Switchboard	Current -- Ongoing, enhanced	~~The Information Officer~~ *Government and Community Relations* maintains a file on community contacts/press releases and articles. ~~The Public Information Office~~ *Government and Community Relations* provides switchboards on both campuses with information received, monthly calendars of events, copies of news releases, etc., to keep current. Effort to improve that is ongoing, especially in the area of athletics where weather and other circumstances change dates and locations of events. An information form exists for use by clubs, groups, and departments to give information to ~~the Public Information Office~~ *Government and Community Relations* which then gives it to the switchboards. Information can be funneled through ~~the Public Information Office~~ *Government and Community Relations* to switchboards to avoid confusion.

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. (continued) Need for additional knowledge among community members regarding MSJC educational opportunities and community activities	***8.a (continued)*** *Disseminate newsletters and an annual report to business and prominent community groups and leaders.*	***8.b (continued)*** *Marketing Director* *Dean of Institutional Advancement including the Foundation*	**8.c (continued)** *October, 1997*	**8.d (continued)** *Increase in community member attendance at college events, enrollment in the President's Club, contributions in time and resources to college events.*

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for increased knowledge among K-12 students and their parents regarding college opportunities and the higher education system	**9.a** ~~**Provide K-12 students and their parents College Night programs at area high schools**~~ *Develop a comprehensive information outreach plan which includes HS visitation; visitation to MSJC, brochures, mass media publicity, Parent Nights, Career Nights, College Fairs, etc.*	**9.b** Counselors Area High Schools *Dean of Student Services/Counseling*	**9.c** Current -- Ongoing	**9.d** Counseling Office Records. ~~**We now provide:**~~ ~~**1) A College Day on campus for juniors and seniors where we and college representatives from other schools are available.**~~ ~~**2) Invitations to 5th graders to come and tour**~~ ~~**3) We have also asked the president to designate a school day (mid-week, spring) as a faculty in-service day for an open house. Then all faculty and staff would be here and available for mock classes.**~~ ~~**Funding/grant records Research and Development Report.**~~
	~~**Provide Open House for K-12 students and their parents to tour campus, meet staff and faculty, and learn of college opportunities and offerings.**~~	~~**Counselors**~~ ~~**Instructional Faculty**~~ ~~**Area High Schools**~~	~~**Current -- Ongoing**~~	~~**Student Services or its designated committee will provide a report of its findings.**~~
	Seek grant funding to increase outreach.	~~**Office of Research**~~ *Institutional Research* Dean of Institutional Advancement	Current -- Ongoing	~~**Three grants and one consortium grant have been submitted through the Office of Research. Others are in progress.**~~ *Institutional Research currently coordinates district grants and has developed a system whereby college staff are notified of grant availability. Each year, grants designed to increase outreach, success, and retention are submitted.*
	Publicity about our programs in the press and our reports.	*Director of Marketing*	*Fall of 1997 for Annual Reports and ongoing improvement and frequency of press stories*	*Frequency of news articles; feedback from the annual report.*
	Publicity about our successful alumni	*Director of Marketing*		
	Publicity about our successful students	*Director of Marketing*		
	Campus open houses for each high school	Student Services	Spring, 1998	*Increased enrollment; track by attendees if possible.*

39 BEST COPY AVAILABLE 40

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for increased recruitment efforts/outreach	10.a ~~College Night/Open House~~ (See A. 9.a).	10.b ~~Student Services~~ Recruitment Officer *Dean of Student Services/Counseling*	10.c Current -- Ongoing	10.d ~~Recruitment Office Report~~ *Counseling Office Records*
	Seek grant funding to increase outreach.	~~Office of Research~~ *Institutional Research* Dean of Institutional Advancement	Current -- Ongoing	~~Research Update. Three grants and one consortium grant have been submitted through the Office of Research. Others are in progress.~~ *Funding/grants records. Institutional Research currently coordinates district grants and has developed a system whereby college staff are notified of grant availability. Each year, grants designed to increase outreach, success, and retention are submitted.*
A. Need for students to feel a greater sense of belonging or "mattering" to MSJC community	11.a Develop an internal follow-up system for new/at risk students that takes place prior to first census.	11.b Student Services ~~Office of Research~~ *Institutional Research*	11.c Fall, 1998 -- Ongoing	11.d Follow-up system designed and in place. This process is now underway in ~~the Office of~~ *Institutional* Research.
	Design and implement mentoring system for new/at risk students.	Student Services Instructional Faculty	Fall, 1997 -- Ongoing	Mentoring system designed and in place
	Provide students with a bookmark listing all area/department personnel and their responsibilities and phone numbers.	Student Services	Fall, 1996 -- Ongoing	Bookmark
	Provide Student Handbooks in Student Services and Admissions and Records offices.	Student Services	Fall, 1996 -- Ongoing	Student handbooks in designated areas
	Seek student input on office/area organization.	Student Services ~~Office of Research~~ *Institutional Research*	Fall, 1997 -- Ongoing	Student Equity Report ~~Institutional Research Update. In progress/timeline is appropriate.~~ *Institutional Research will assist with survey design when Student Services moves forward on this project.*

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for increased inter-campus coordination of curriculum-based and student services programs	**12.a** Establish a process to develop student awareness and knowledge of vocational and certificate programs (classroom presentations, information tables, etc.). Establish a computerized system to identify and monitor student progress and to facilitate their transition from non-credit to credit courses.	**12.b** Tech-Prep Coordinator Student Services Faculty ~~Office of Research~~ *Institutional Research* Student Services	**12.c** Fall, 1998 -- Ongoing	**12.d** Tech-Prep Report Increased transfer rate from non-credit to credit courses ~~Institutional Research Update~~ ~~Currently under Assessment.~~ *A new administrative software system is under implementation. This system will allow for better monitoring of student progress.*
A. Need for assessment of vocational course offerings in relation to community needs	**13.a** Assess the community and present vocational course offerings based on research findings.	**13.b** Office of Instruction ~~Office of Research~~ Dean of Instruction/ Vocational Education	**13.c** Fall, 1997 -- Ongoing	**13.d** ~~Institutional Research Update. Underway, in progress. Timeline is appropriate.~~ In Spring 1996, a survey (Wickwire) was conducted of 54 health care agencies and facilities within the Mt. San Jacinto Community College district. Findings from this survey, along with local meetings with members of the health care profession, confirmed the need for new allied health programs within the district. Additionally, reviews of national, state and regional labor market statistics and Eureka data provided confirmation regarding employment trends and projections. Reviews of existing educational institutions offering allied health related programs were also conducted. As a result of these studies, the allied health department developed new certificate/associate degree programs in Medical Assistant, Health Care Technician and Gerontology. Furthermore, new courses were developed in Phlebotomy and Home Health Care.

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for assessment of vocational course offerings in relation to community needs	**13.b (continued)**	**13.c (continued)**	**13.c (continued)**	**13.d (continued)** *All new courses and programs were approved by the Board of Trustees in May 1997. These new programs and courses will be implemented in the Fall 1997 semester.* *The Fall 1997 telesurveys were conducted of the college district to determine the need for specific career education courses/programs. Specifically, the telesurvey on the need for certificate programs in legal assistant and public administration. Findings from these telesurveys confirmed the need for new certificate programs within the MSJC district. New programs and Legal Assistant and Public Administration were developed and approved by the Board of Trustees in May 1997. These new programs and courses have been implemented in the Fall 1997 semester.* *In Fall 1997, the College, responding to the emerging field of Multimedia, piloted introductory courses in Multimedia. In Spring 1997, the Computer Information Systems Department developed a new certificate/associate degree program in Multimedia which was approved by the Board of Trustees in May 1997.*

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for assessment of vocational course offerings in relation to community needs	**13.a (continued)**	**13.b (continued)**	**13.c (continued)**	***13.d (continued)*** *In Spring 1997, the Computer Information Systems department in response to changes in the computer technology field and technological advances in the computer industry, developed four new CIS certificate/associate degree programs which incorporated the latest advances in programming, applications, networking and a general Computer Information systems track. These new programs were approved by the Board of Trustees in May 1997. These new programs and courses have been implemented in the Fall 1997 semester.*
A. Need for additional ongong research of area demographics/student body demographics	**14.a** Conduct ongoing research of area demographics/student body demographics and provide findings to Student Services, Instruction, and Community Education.	**14.b** *Institutional Research*	**14.c** Spring, ~~1997,~~ *1998* -- Ongoing	**14.d** ~~**Institutional Research Report**~~ Student Equity Report ~~**Design is in progress. Timeline is appropriate.**~~ *While Institutional Research has conducted a preliminary assessment, a more comprehensive study is required. Institutional Research has presented requests for a comprehensive community needs assessment which is currently under district consideration, pending funding availability. Institutional Research is committed to this important project. Additional studies assessing student body demographics are underway.*
A. Need for information dissemination/telephone services in Spanish	**15.a** Assess areas/departments/programs of need. Work with telephone service vendor to discuss implementation of phone service in Spanish in designated areas.	**15.b** Student Services or Designated Committee Business Services	**15.c** Fall, 1996 Fall, 1997	**15.d** Student Services or its designated committee will provide a report of its findings. Establishment of phone services in Spanish

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for additional Spanish-speaking staff	**16.a** Request all student-contact areas/departments/programs to assess need of Spanish speakers.	**16.b** Student Services	**16.c** Spring, 1996	**16.d** Student Services memo to all student-contact areas/departments/programs Student Services has begun using "bilingual in English and Spanish desirable" in all job announcements.
	Hire, reassign, or train staff as needed.	~~College Administration~~ ~~Human Resources~~ *Student Services*	Fall, 1997 -- Ongoing	Hiring records/Training program in place. The primary need for Spanish speaking employees is at front counters and on telephones where community members make their first contact with the college. This is gradually taking place as new staff are hired.
	Provide all student contact offices with a list of Spanish speaking personnel who can assist them until additional hires/training is complete.	Student Services	Fall, 1996	List of contact personnel that includes procedural outline.
A. Need for increased college-wide use of multiple measures for student placement	**17.a** English and Math Departments will work with Student Services to assess placement tests and revise as needed.	**17.b** Student Services English Department Math Department	**17.c** Fall, 1997	**17.c** Report of department findings Revised assessment tests ~~(as needed)~~

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for increased institutional input to orientation and registration processes	**18.a** Expand multi-lingual communication capabilities (see #14 & 15).	**18.b** Student Services Business Services	**18.c** Fall, 1997	**18.d** Expansion of communication capabilities. Underway. Timeline is appropriate.
	Maintain registration openings for all special groups (i.e., EOPS, CARE, disabled, etc.)	Student Services Office of Instruction Dean of Admissions and Records	Ongoing	Student Services report of findings (see A.14a & 15). Registration openings in place
	Assess need and increase credit course offerings for limited English speaking students.	~~Office of Instruction~~ ~~Office of Research~~ *Dean of Instruction, Humanities*	Spring, 1997 -- Ongoing	~~Institutional Research Update~~ Curriculum Committee Minutes ~~Research design is underway.~~ ~~Timeline is appropriate for assessment. For course approval: Fall, 1997~~
	Improve coordination between faculty and staff regarding open classes, special course opportunities for students, and occupational training/Community Ed. courses	Student Services Office of Instruction Community Education	Fall, 1996 -- Ongoing, enhanced	Coordination elements in place
A. Need for more information about retention factors	**19.a** Perform studies examining retention factors	**19.b** ~~Office of Research~~ *Institutional Research*	**19.c** Spring, 1996 -- Ongoing	**19.d** ~~Institutional Research Update. Underway, Timeline is appropriate.~~ *Institutional Research Report(s). Several studies have been completed and more are underway. A comprehensive assessment and tracking of students enrolled in basic skills English and math courses is currently underway.*

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for increased levels of access/educational opportunities for various under-represented groups	**20.a** Increase outreach efforts (see #9 and #10).	**20.b** Student Services Counselors Instructional Faculty	**20.c** Fall, 1997 -- Ongoing	**20.d** Recruitment Office Report
	Develop bilingual resource list to provide bilingual services to students.	Student Services	Fall, 1997	Resource List
	Seek grant funding and research outreach programs to assist the College in recruitment/retention of historically under-represented students.	~~Office of Research~~ *Institutional Research* Dean of Institutional Advancement	Spring, 1996 -- Ongoing	~~Research Update:~~ Funding grant records. ~~Three grants and one consortium grant have been submitted through the Office of Research. More are underway.~~ Institutional Research currently coordinates district grants and has developed a system whereby college staff are notified of grant availability. *Each year, grants designed to increase outreach, success, and retention are submitted.*
	Establish PUENTE on the Menifee Valley campus	Counseling Dept. English Dept.	Fall, 1996	PUENTE Program in place. This goal has been accomplished. The PUENTE program is in place on the Menifee campus and the College plans to establish the program on the San Jacinto campus. ✓
	Develop partnerships with agencies serving disabled citizens to conduct outreach to the community disabled population.	Disabled Student Services	Fall, 1996	Disabled Student Services Report
	Expand number of available scholarships from MSJC and other sources.	*Institutional Advancement/Foundation*	*Ongoing*	*Achieved grant that doubled available 1996-97 scholarships*
	Expand the funds available for book loans	*Institutional Advancement/Foundation*	*Ongoing*	*Increased fund by 50% in Spring, 1997 through donor*
	Publicize the involvement of underrpresented groups as staff, faculty and students	*Institutional Advancement/Foundation and Marketing Director*	*Ongoing*	*In 1997 increased the endowment for scholarships by $300,000* *Review literature for representation and identify equity in scholarship awards*

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. (continued) Need for increased levels of access/educational opportunities for various under-represented groups	**20.a (continued)** *Increase opportunities for female athletes by developing Women's soccer and softball teams at the college.*	**20.b (continued)** *Associate Dean of Athletics*	**20.c (continued)** *1997/1998 Academic Year*	**20.d (continued)** *Teams in place*
	Expand EOPS/CARE Outreach and Programs	*Dean of Student Services/Counseling*	*Current -- Ongoing*	*EOPS/CARE Records*
	Produce videos about the College and its programs and services. Distribute videos throughout the service area to ethnic community and cultural centers, public libraries, and high school centers.	Student Services Counselors ~~Information Officer~~ *Director of Government and Community Relations*	Fall, 1997	Videos. ~~The Public Information Office has prepared a proposal for various types of videos, depending on the audience.~~ The target date is appropriate, given budget and proposal approval
	Establish a pilot mentoring program with minority members of the community, faculty, staff, and students to provide support and role models (see #10).	Student Services Faculty Community Organizations	Fall, 1997	Mentoring Program in place.
A. Need for increased disabled student access to college facilities	**21.a** Install an electric door or bell for DSP building entry points	**21.b** Student Services Disabled Student Services	**21.c** Fall, 1998	**21.d** Electric door or bell in place. Facility changes being considered provide better access.
	Create DSP testing space at MVC.	Student Services Disabled Student Services	Fall, 1997	Testing space determined and utilized. Facility changes being considered provide better access.

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for methods to assist students from low socioeconomic backgrounds to become aware of college as an option, to enroll in college, and to succeed in college.	**22.a** Increase student and faculty awareness of grant funding/financial aid availability by placing grant information in both campus libraries and by providing funding updates to faculty.	**22.b** Dean of Institutional Advancement Financial Aid	**22.c** Spring, 1997 -- Ongoing	**22.d** Updated grant information in libraries
	Provide additional assistance with grant funding/financial aid application packets.	Financial Aid ASB Student Volunteers	Fall, 1996 -- Ongoing, pending	Funding/grant records
	Seek grant funding to increase access to college for students from low socioeconomic backgrounds.	~~Dean of Institutional Advancement~~ Faculty *Institutional Research*	Fall, 1996 -- Ongoing	Increased grant applications/grant funding. ~~Three grants and one consortium grant have been submitted through the Office of Research. More are underway.~~ *Institutional Research currently coordinates district grants and has developed a system whereby college staff are notified of grant availability. Each year, grants designed to increase outreach, success, and retention are submitted.*

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. (continued) Need for methods to assist students from low socioeconomic backgrounds to become aware of college as an option, to enroll in college, and to succeed in college	**22.a (continued)** *Increase scholarship aid from college and from community by direct appeal to community groups; publicity on student achievements and need* *Provide direct outreach to minority students through schools and other centers of activity (churches)*	**22.b (continued)** *Dean, Institutional Advancement/Director of Foundation* *Director of Government and Community Relations* *Dean, Institutional Advancement* *Director of Government and Community Relations* *Faculty* *Student Services*	**22.c (continued)** *Ongoing, emphasize Spring*	**22.d (continued)** *Increase in number of scholarship dollars available* *More underrepresented students at enrollment.*
	Research programs designed to recruit and acclimate non traditional students to the college environment.	~~Dean of Institutional Advancement~~ ~~Office of Research~~ *Institutional Research*	Spring, 1996 -- Ongoing	~~Institutional Research Update~~ Funding/grant records. ~~Grants are underway. Program research delayed until Dean of Institutional Advancement hired.~~ *Institutional Research currently coordinates district grants and has developed a system whereby college staff are notified of grant availability. Each year, grants designed to increase outreach, success, and retention, are submitted.* *Institutional Research Report(s). Several studies have been completed and more are underway. A comprehensive assessment and tracking of students enrolled in basic skills English and Math courses is currently underway.*
	Expand child care facilities and access at SJC, and establish child care facilities at MVC.	Student Services Child Care Center	Fall, 1999	Establishment of MVC facilities; increased SJC hours/employees. This strategy is appropriate, and funding has been approved by Sacramento.

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target date	Evaluation Benchmarks
A. Need for increased study skills/college life among incoming students in general, specifically historically under-represented and students from low socioeconomic backgrounds	**23.a** Restructure English course offerings to a four unit format.	**23.b** English Department	**23.c** *Spring, 1996 1997*	**23.d** Course Catalog. The restructuring of English offerings to a four unit format will advance these goals more effectively. Therefore, course work duplication in the Reading program and Guidance offerings will not occur.
	Increase lab hours	Office of Instruction	Fall, 1997	Report prepared by the Office of Instruction. Underway. The college has submitted a grant, currently under consideration, to address these areas.
	Increase tutor access at MVC.	Deans of Instruction	Fall, 1997	
A. Need for assessment of academic course offerings in relation to community needs.	24.a *Conduct needs assessment for Fast Trac course offerings*	***24.b** Dean of Instruction, Social & Behavioral Sciences, & P.E.*	***24.c** Fall, 1997*	***24.d** Underway*
	Conduct needs assessment for all academic course offerings.	*Institutional Research Office of Instruction*	*Fall, 1997*	*Needs Assessment Report While Institutional Research has conducted a preliminary assessment, a more comprehensive study is required. Institutional Research has presented requests for a comprehensive community needs assessment which is currently under district consideration, pending funding availability. Institutional Research is committed to this important project.*

61

62

Basic Skills Completion Rates at MSJC

Basic Math Completion Rates Research, Spring 1995

The percentage of students who completed the degree-applicable course (Math 90) within two semesters of having completed the final basic skills course (Math 51).

Population	1992 Enrolled		% in Math 51		% in Math 90	
Asian	1.92%	n=175	8.0%	n=14	35.7%	n=05
African American	2.66%	n=243	16.1%	n=39	30.8	n=12
Filipino	0.93%	n=085	25.9%	n=22	22.7%	n=05
Hispanic	19.18%	n=1751	13.3%	n=233	31.8%	n=74
Native American	2.57%	n=235	25.1%	n=59	22.0%	n=13
White	68.10%	n=6215	26.3%	n=1072	46.2%	n=383
Pacific Islander	0.26%	n=024	12.5%	n=03	66.7%	n=02
Disabled	0.02%	n=193	0.0%	n=0	0.0%	n=0
Females	62.94%	n=5738	19.82%	n=1137	35.62%	n=405

1992 enrolled signifies opening course enrollment

% in Math 51 represents a subset of *1992 enrolled*: students who enrolled in Math 51 during their academic career

% in Math 90 represents the subset of *% in Math 51* enrolled who completed Math 90 within two semesters of having taken Math 51

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Basic Math Completion Rates Research, Spring 1996

The percentage of students who completed the degree-applicable course (Math 90) within two semesters of having completed the final basic skills course (Math 51).

Population	1993 Enrolled	% in Math 51	% in Math 90
Asian	2.02% n = 146	9.59% n = 14	35.71% n = 5
African America	3.34% n = 242	19.42% n = 47	27.66% n = 13
Filipino	1.13% n = 82	24.39% n = 20	25.00% n = 5
Hispanic	16.39% n = 1186	21.75% n = 258	34.88% n = 90
Native American	2.56% n = 185	26.49% n = 49	28.57% n = 14
White	70.31% n = 5089	19.73% n = 1004	38.45% n = 386
Pacific Islander	0.32% n = 23	17.39% n = 4	50.00% n = 2
Disabled	3.19% n =231	40.69% n = 94	38.30% n = 36
Females	62.59% n = 4530	24.13% n = 1093	37.79% n = 413

1993 enrolled signifies opening course enrollment

% in Math 51 represents a subset of 1993 *enrolled:* students who enrolled in Math 51 during their academic career

% in Math 90 represents the subset of *% in Math 51* enrolled who completed Math 90 within two semesters of having taken Math 51

"n" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Basic Math Completion Rates Research, Spring 1997

The percentage of students who completed the degree-applicable course (Math 90) within two semesters of having completed the final basic skills course (Math 51).

Population	1994 Enrolled		% in Math 51		% in Math 90	
Asian	2%	n = 127	3.1%	n = 4	0%	n = 0
African American	2.9%	n = 184	15%	n = 28	21%	n = 6
Filipino	1.2%	n = 75	8%	n = 6	67%	n = 4
Hispanic	16.8%	n = 1,070	13%	n = 134	39%	n = 52
Native American	2.6%	n = 166	13%	n = 21	19%	n = 4
White	66%	n = 4,208	8.4%	n = 355	43%	n = 152
Pacific Islander	0.3%	n = 16	0%	n = 0	0%	n = 0
Disabled	4.1%	n = 260	17%	n = 44	41%	n = 18
Females	60%	n = 3,885	10%	n = 390	42%	n = 162

1994 enrolled signifies opening course enrollments.

% in Math 51 represents a subset of *1994 enrolled*: students who enrolled in Math 51 during their academic career

% in Math 90 represents the subset of *% in Math 51* enrolled who completed Math 90 within two semesters of having taken Math 51

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Basic English Completion Rates Research, Spring 1995

The percentage of students who completed the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60;64).

Population	1992 Enrolled		% English 60/64		% English 98	
Asian	1.92%	n = 175	39.4%	n = 69	23.2%	n = 16
African American	2.66%	n = 243	20.6%	n = 50	32.0%	n = 16
Filipino	0.93%	n = 085	38.8%	n =33	30.3%	n = 10
Hispanic	19.18%	n = 1751	19.6%	n =343	27.4%	n = 94
Native American	2.57%	n = 235	20.4%	n = 48	25.0%	n = 12
White	68.10%	n = 6215	12.1%	n = 754	32.5%	n = 245
Pacific Islander	0.26%	n = 024	12.5%	n = 3	33.3%	n = 1
Disabled	0.02%	n = 193	0.0%	n = 0	0.0%	n = 0
Female	62.94%	n = 5738	15.68%	n = 900	23.0%	n = 207

1992 enrolled signifies opening course enrollment

% English 60/64 represents a subset of 1992 enrolled; students who enrolled in English 60 during their academic career

% English 98 represents the subset of *% of English 60/64* students who completed English 98 within two semesters of having taken either English 60 or English 64.

"n" = the total number of students.

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%.)

Basic English Completion Rates Research, Spring 1996

The percentage of students who completed the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60/64).

Population	1993 Enrolled		% English 60/64		% English 98	
Asian	20.2%	n = 146	36.30	n = 53	35.85%	n =19
African American	3.34%	n = 242	16.12	n = 39	25.64%	n = 10
Filipino	1.13%	n = 82	35.37	n = 29	34.48%	n = 10
Hispanic	16.39%	n = 1186	22.77	n = 270	28.89%	n =78
Native American	2.56%	n = 185	14.59	n = 27	33.33%	n = 9
White	70.31%	n = 5089	11.30	n = 575	37.57%	n = 216
Pacific Islander	0.32%	n = 23	8.70	n = 2	100.00%	n = 2
Disabled	3.19%	n =231	45.45	n =105	34.29%	n = 36
Female	62.59%	n = 4530	15.43	n = 699	33.62%	n = 235

1993 enrolled signifies opening course enrollment

% English 60/64 represents a subset of *1993 enrolled;* students who enrolled in English 60 during their academic career

% English 98 represents the subset of *% English 60/64* students who completed English 98 within two semesters of having taken either English 60 or English 64.

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%.)

Basic English Completion Rates Research, Spring 1997

The percentage of students who completed the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60).

Population	1994 Enrolled		% English 60		%English 98	
Asian	2%	n = 127	9.4%	n = 12	16.7%	n = 2
African American	2.9%	n = 184	11%	n = 20	25%	n = 5
Filipino	1.2%	n = 75	4%	n = 3	33%	n = 1
Hispanic	16.8%	n = 1,070	10%	n = 109	42%	n = 46
Native American	2.6%	n = 166	9.6%	n = 16	19%	n = 3
White	66%	n = 4,208	4.9%	n = 208	32%	n = 67
Pacific Islander	0.3%	n = 16	0%	n = 0	0%	n = 0
Disabled	4.1%	n = 260	14%	n = 37	38%	n = 14
Female	60%	n = 3,855	5.9%	n = 227	39%	n = 89

1994 enrolled signifies opening course enrollments.

% in English 60 represents a subset of *1994 enrolled*: students who enrolled in *English 60* during their academic career

% in English98 represents the subset of *% in Math 51* enrolled who completed *English 98* within two semesters of having taken Math 51

"*n*" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students utilizing the Disabled Students Program and may therefore not be entirely representative.)

Research Implications, 1995

Successful completion rates in ESL/basic skills courses are an important indicator of student success, specifically for historically underrepresented student populatons. Statewide basic skills course completion rates tend to be lower than completion rates in all other course work areas. According to The Effectiveness of California Community Colleges on Selected Performance Measures (April, 1995), statewide completion rates were 4.4% for ESL courses and 9.3% for remediation/basic skills courses for Fall 1992. Presumably, the statewide rates for successful completion of degree-applicable course work in the discipline within a given number of semesters of having completed the final basic skills course would be significantly lower. Mt. San Jacinto College found that the lack of transfer level ESL course offerings compromised accurate assessment of student progress in ESL. Completion rates from final ESL courses (English 53/54), which are non-transferable, to the degree-applicable English course (English 98) are virtually non-existent, with 0.0006% being the highest average (Hispanic) for all ethnic groupings.

Basic skills course completion rates in English (within two semesters) are fairly evenly distributed, with a mean of 29.1%. Successful completon rates are highest for Pacific Islanders, whites, and African Americans, in that order. Completion rates are lowest for Asians, females, Native Americans, and Hispanics, in that order. The range between all groupings is 10.1%. The range between all groupings except for Pacific Islanders, whose group is comprised of three individuals and hence skews the sample, is 9.3%. No disabled students enrolled.

Successful course completion rates in math (within two semesters) have a range of 44.7%, with a mean completion rate of 36.6%. Distribution reflects significantly higher completion rates for Pacific Islanders, whose grouping is comprised of three individuals and hence skews the sampling. The range without this grouping is 24.2%. Whites have the second highest completion rate, though they fall 20.5% below Pacific Islanders. Asians and females are third at approximately 10..5% lower than whites. Lowest completion rates are held by Filipinos and Native Americans, whose rates differ by only 0.7%. These results display the importance of breaking Asians into as many categories as possible, as their success rates as well as their cultures differ widely. No disabled students enrolled in Math 51.

Research Implications, 1996

Basic math completion rates for Asians have remained within 1% of 1995 percentages. African Americans (at 3.14%) and whites at (7.75%) both experienced a drop in completion rates, whereas gains were made by disabled students (38.30%), Native Americans (6.57%), Hispanics (3.08%), Filipinos (2.3%), and female students (2.17%).

Basic English completion rates for African Americans fell by 6.36%, whereas gains were made by disabled students (34.39%), female students (10.62%), Native Americans (8.33%), whites (5.07%), Filipinos (4.18%), and Hispanics (1.49%).

While the goal of increasing successful completion has been surpassed by disabled students and met by Native Americans in math and English and by whites in English, the College needs to increase retention efforts. The drop in successful completion rates experienced by African Americans in both math and English is cause for concern.

Research Implications, 1997

Basic skills math and English completion rates for 1997 cannot readily be compared to those of 1996 because enrollment percentages in Math 51 are down overall in most cases, and most groupings have such small "n,s" that comparison would be irrelevant. For example, Filipino student completion rates are up 42%, but this represents a change from 5 to 4 completers. The same is the case for English course enrollees and completers. The extent of the fluctuations, in fact, as well as the small cohort sizes, reflect a need to change the goals from a 5% improvement for each grouping to a successful completion percentage range. Because MSJC experienced a recent growth increase and waived matriculation for many new students, students may have been less inclined to begin English and math coursework at these levels, beginning instead at the degree-applicable or transfer level. Therefore, the district needs to examine successful completion rates in degree-applicable and transfer level courses to determine whether or not there are indicators that this is the case. If so, the waiver of matriculation requirements may be at the expense of student success and should be reconsidered. If not, the reason for the drops in enrollments in basic skills courses will need to be further researched. Irrespectively, current goals will be further studied, and alternative goals will be considered for next year's plan.

Goal: ***To improve by 5% a year the percentage of students who successfully complete the degree-applicable course in English (English 98) within six semesters of having completed the final ESL course***

Goal: ***To improve by 5% a year the percentage of students who successfully complete the degree-applicable course (English 98) within two semesters of having completed the final basic skills course (English 60)***

Goal: ***To improve by 5% a year the percentage of students who successfully complete the degree-applicable course (Math 90) in the discipline within two semesters of having completed the final basic skills course (Math 51)***

ESL/BASIC SKILLS COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for greater access to student support services	**1.a** Evaluate methods for increasing student access to counseling, financial aid, and career services	**1.b** Student Services	**1.c** Fall, 1997	**1.d** Student Services Report Matriculation Documentation
	Evaluate methods for increasing student access to classroom, lab, and library space and/or hours.	Deans of Instruction Librarians	Fall, 1997	Dean of Instruction/Library Report
	Extend library hours and office operations for Fast Trac students on Fridays (4:30 p.m. - 5:30 p.m.).	*Dean of Instruction, Social and Behavioral Sciences & P.E. Librarians*	*Spring, 1998*	*Extended Hours*
E. Need for low enrollment ESL courses to be sustained so that students are not prevented from ESL course sequence completion	**2.a** Assess feasibility of converting ESL courses to protected (Omega) status.	**2.b** English Department Curriculum Committee	**2.c** Fall, 1996	**2.d** English Department memo to Curriculum Committee. Curriculum Committee Minutes. The Curriculum committee will address this need as soon as it comes forward from the English Department.
E. Need for greater fluency of English in student body	**3.a** Determine feasibility of offering lower level ESL/Community Ed. Courses each semester.	**3.b** English Department Community Education	**3.c** Fall, 1997	**3.d** Courses in place
E. Need for greater access to courses for second language students	**4.a** Determine feasibility of offering transfer-level, protected (Omega) ESL and sequenced courses that parallel English 60 and 98	**4.b** English Department Curriculum Committee	**4.c** Fall, 1997	**4.d** English Department Meeting Minutes. Curriculum Committee Minutes. The Curriculum Committee will address this need as soon as it comes forward from the English Department.
	Determine feasibility of offering Community Education ESL courses, designed to transition students into college credit ESL Courses, each semester.	English Department Community Education	Fall, 1997	English Department Meeting Minutes

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for increased study skills among ESL/Basic Skills students	**5.a** Increase lab hours Increase tutor access at both sites.	**5.b** Office of Instruction Deans of Instruction Student Services	**5.c** Fall, 1997 Spring, 1996 -- Ongoing	**5.d** Report prepared by Office of Instruction
E. Need for increased tracking of low scoring and/or high risk students	**6.a** Perform studies tracking low scoring and/or high risk students.	**6.b** ~~Office of Research~~ *Institutional Research*	**6.c** Spring, 1997 -- Ongoing	**6.d** ~~Institutional Research Update Design is underway. Timeline is appropriate.~~ *Institutional Research Reports. Several studies have been completed and more are underway. A comprehensive assessment and tracking of students enrolled in basic skills English and math courses is currently underway.*
E. Need for increased awareness of program options in student body	**7.a** Disseminate simplified lists and/or charts about programs/program options to counselors and in classrooms.	**7.b** Academic Departments	**7.c** Fall, 1996 -- Ongoing	**7.d** Department files Course lists charts
E. Need for greater instructional faculty awareness of the role of language in the learning process and the nature of learning in a second language	**8.a** Flex activity focused in this area for all instructional faculty.	**8.b** Flex Committee Instructional Faculty	**8.c** Fall, 1997	**8.d** Flex Handbook. Each year, the Flex Committee puts into the January schedule at least one class devoted to the use of writing in the classroom. The 1996 program included "What I'm Thinking," a workshop in which instructors studied the connection between writing and thinking via creative writing techniques. The 1997 program contains the workshop "Writing Across the Disciplines." Additionally, the Flex Committee will investigate presenting a reprise of a workshop presented many years ago entitled "The Musicality of Language," as well as a request of Dr. Carl Gao for a workshop in teaching ESL students

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for greater faculty awareness of optimal learning styles and environments among students	**9.a** Flex activity focused in this area for all instructional faculty.	**9.b** Flex Committee Instructional Faculty	**9.c** Fall, 1997	**9.d** Flex Handbook. The flex program has offered in the past and will continue to offer workshops on understanding differences in learning styles and how to teach multiple intellengences. For example, the 1997 program offers a Myers-Briggs learning inventory workshop. Additionally, the Flex Committee will endeavor to add a cultural awareness workshop to the 1997 program.
E. Need for increased reading skills among incoming students so that they are better able to access college text books.	**10.a** Develop short-term immersion courses in reading.	**10.b** English Department	**10.c** Fall, 1997	**10.d** Curriculum Committee Minutes
E. Need for more understanding about college on the part of incoming MSJC students	**11.a** Develop rigorous, mandatory orientation program for all incoming students	**11.b** Student Services	**11.c** Fall, 1997	**11.d** Orientation Documents
	Expand outreach efforts to parents of MSJC and future MSJC students.	Student Services	Current -- Ongoing	Outreach Documents
E. Need for assessment/evaluation of math and English placement measures .	**12.a** Assess math and English placement measures	**12.b** Math Department English Department Counselors	**12.c** Spring, 1997	**12.d** Placement measure revision/update
E. Need for more interaction with adjunct faculty	**13.a** Develop program of interaction between adjunct and full time faculty	**13.b** Academic Departments	**13.c** Fall, 1997	**13.d** Program of interaction in place - or - Flex Handbook(Activity)
E. Need for ESL placement measures	**14.a** Secure sample testing measures from other colleges	**14.b** English Department	**14.c** Fall, 1997	**14.d** Placement measure revision/update
	Assess feasibility of expanding assessment process to accommodate incoming ESL students.	Matriculation Committee	Fall, 1997	Matriculation Documentation
	Work with area schools to increase awareness of the importance of correct/valid assessments.	Counselors	Fall, 1996 -- Spring, 1997	Meeting Documentation

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for bilingual counseling services for ESL students on both campuses	**15.a** Assess ESL counseling need. Request needed training and/or additional counselor(s).	**15.b** Counselors Student Services	**15.c** Fall, 1997 Fall, 1997	**15.d** Counseling Department Records
E. Need for effective reading and writing skills within student population	**16.a** Work to enhance writing across the curriculum Work to increase enrollment in reading classes Develop a short term immersion course in reading.	**16.b** Academic Departments English Department English Department	**16.c** Fall, 1996 Fall, 1996 Fall, 1997	**16.d** Course guidelines Course syllabi Fliers for counselors, classroom, and general college distribution Curriculum Committee Minutes
E. Need for student access to full array of day and evening ESL course offerings on both campuses	**17.a** Develop additional ESL courses in accordance with non credit and credit needs Offer pilot ESL courses with protected status (Omega) for day and evening students.	**17.b** Community Education English Department English Department	**17.c** Spring, 1998 Fall, 1998	**17.d** English Department Minutes English Departments Minutes
E. Need for effective tracking of ESL/Basic Skills students	**18.a** Create and implement initial research tracking ESL/Basic Skills students.	**18.b** ~~Office of Research~~ *Institutional Research*	**18.c** Spring, 1997	**18.d** ~~Institutional Research Update Design is underway. Timeline is appropriate.~~ *Institutional Research Reports. Several studies have been completed and more are underway. A comprehensive assessment and tracking of students enrolled in basic skills English and math courses is currently underway.*
E. Need for pre-college credit level courses for ESL students offere each semester	**19.a** Determine feasibility of offering lower level ESL Community Ed. courses each semester	**19.b** English Department Community Education	**19.c** Fall, 1997	**19.d** Course schedule

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
E. Need for students to begin math sequency during first semester, or as soon as possible, to take math courses consecutively, and to seek help when necessary	**20.a** Advise students to begin math early, to take courses consecutively, and to seek help when necessary.	**20.b** Counselors Math Faculty	**20.c** Spring, 1996 -- Ongoing	**20.d** Course syllabi Counseling Meeting Minutes Tutoring records
	Inform math students about tutoring availability at SJC and about computer lab tutorials at MVC by announcing this in class and including it in course syllabi. Whenever possible, offer student incentives for seeking these services (e.g., extra credit).	Math Faculty	Spring, 1996 -- Ongoing	Course syllabi Tutoring records

79

80

Successful Course Completion at MSJC

Successful Course Completion Research, Spring 1995

The ratio of the number of courses that students successfully complete (A, B, C, Cr) to the number of courses in which students are enrolled on the census day of the term.

Grouping	Total Population		Courses Enrolled	Courses Completed	
Asian	1.84%	n = 116	n = 276	75%	n = 207
African American	3.29%	n = 207	n = 617	51%	n = 317
Filipino	1.44%	n = 091	n = 201	75%	n = 150
Hispanic	17.75%	n = 1118	n = 2569	60%	n = 1553
Native American	2.48%	n = 156	n = 386	60%	n = 220
White	69.23%	n = 4360	n = 9250	69%	n = 6392
Pacific Islander	0.25%	n = 016	n = 030	53%	n = 016
Disabled	4.43%	n = 279	n = 873	62%	n = 519
Female	62.79%	n = 3955	n = 8367	69%	n = 5792

Total Population represents Spring 1995 enrollment

Courses Enrolled represents the total number of courses taken by each grouping

"n" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students enrolled in the Disabled Students Program and may therefore not be entirely representative.)

BEST COPY AVAILABLE

Successful Course Completion Research, Spring 1996

The ratio of the number of courses that students successfully complete (A, B, C, Cr) to the number of courses in which students are enrolled on the census day of the term.

Grouping	Total Population		Courses Enrolled	Courses Completed	
Asian	1.7%	n =127	n = 294	71.77%	n = 211
African American	3.2%	n =239	n = 717	52.16%	n = 374
Filipino	1.45%	n =108	n = 241	62.66%	n = 151
Hispanic	16.1%	n =1,198	n = 2,801	61.91%	n = 1,734
Native American	2.32%	n =173	n = 430	56.74%	n = 244
White	58.2%	n =4,343	n = 9,592	67.96%	n = 6,519
Pacific Islander	0.23%	n =17	n = 37	45.95%	n = 17
Disabled	3.85%	n =287	n = 859	60.42%	n = 519
Female	55.37%	n =4,130	n = 9,170	67.96%	n = 6,232

Total Population represents Spring 1996 enrollment (by start-date, including Commuter and Late Start classes)

Courses Enrolled represents the total number of courses taken by each grouping

"n"= the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students enrolled in the Disabled Students Program and may therefore not be entirely representative.)

Successful Course Completion Research, Spring 1997

The ratio of the number of courses that students successfully complete (A, B, C, Cr) to the number of courses in which students are enrolled on the census day of the term.

Grouping	Total Population		Courses	Courses Completed	
Asian	2%	n = 164	n = 367	67.9%	n = 249
African American	4%	n = 330	n = 929	50.3%	n = 467
Filipino	1.4%	n = 111	n = 267	61.8%	n = 165
Hispanic	17.7%	n = 1,453	n = 3,356	61.5%	n = 2,065
Native American	2.4%	n = 193	n = 445	61.6%	n = 274
White	61.9%	n = 5,060	n = 11,219	63.6%	n = 7,135
Pacific Islander	0.5%	n = 39	n = 69	62.3%	n = 43
Disabled	3.2%	n = 260	n = 799	60.5%	n = 483
Female	59.4%	n = 4,862	n = 11,066	65.1%	n = 7,207

Total Population represents Spring 1997 enrollment (by start-date, including Commuter and Late Start classes)

Courses Enrolled represents the total number of courses taken by each grouping

"n" = the total number of students

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the seven ethnicity/race groupings does not equal 100%. Disabled data represent only those students enrolled in the Disabled Students Program and may therefore not be entirely representative.)

Research Implications, 1995

Successful course completion is an important measure of equity. Mt. San Jacinto College's successful course completion rates are highest for Asians and Filipinos, who share a 75% success rate. Successful course completion rates are second highest for whites and females at 69%. Disabled students succeed at 62%. Hispanics and Native Americans share a success rate of 60%. Lowest completion rates are held by disabled students, who succeed at 57%, by Pacific Islanders, who succeed at 53%, and by African Americans, who succeed at 51%. The range between all groupings is 24%.

Research Implications, 1996

Successful course completion rates are up slightly for African Americans (1.16%) and Hispanics (1.91%) and down slightly for whites (1.04%), Females (1.04%), and disabled students (1.58%). Asians and Native Americans are both down by three percent. Pacific Islanders succeed at 7.05% below last year, and Filipinos succeed at 12.34% below last year.

The reasons for these drops is not clear and will need to be examined further. These results will be distributed college-wide for discussion and input.

Research Implications, 1997

A three year examination of successful completion rates reveals that successful completion is steadily dropping for Asians, with a drop from 75% to 68% (a total of 7%), while the population is slowly rising. Over the past three years, successful completion for African Americans has fluctuated from 51% to 52% to 50%, while the population is up slightly. The successful completion rates for African Americans remain the lowest; a full ten percentage points separate them from any other grouping. Completion rates for Filipinos are down a total of 13% over the course of three years, from 75% to 63% to 62%, while the population is up slightly. However, the "n" is fairly small, and inferences may not necessarily be made about population trends from this data. Hispanic completion rates have remained fairly consistent over the course of the past three years, with fluctuations from 60% to 62% to 61.5%, while the population is up slightly. Native American completion rates have fluctuated from 60% to 56.7% to 61.6% to display a fairly consistent completion rate over the course of three years; however, the "n" for this grouping, though rising slowly, is still quite small. Completion rates for whites have dropped slightly but steadily, from 69% to 68% to 64% for a total drop of 5%. The population, while fairly consistent between Spring 1995 and Spring 1996, was up quite a bit for Spring 1997. Completion rates for Pacific Islanders fluctuated substantially, from 53% to 46% to 62% for a total range of 16% fluctuation. Though the population is up somewhat, the very small "n" can be said to account for these dramatic fluctuations. Disabled program enrollee completion rates have fluctuated slightly from 62% to 60.5% and remained at 60.5% for Spring 1997. The population is down slightly for Spring 1997; however, as these data represent the disabled student population which is utilizing the Disabled Student Program, the data may not be entirely representative. Moreover, Spring 1997 was a semester of rapid and dramatic growth. Therefore, the drop in Disabled Student Program enrollees may actually be a representation of a program impacted by new students awaiting testing. Female successful completion rates have dropped over the course of the past three years, from 69% to 68% to 65% for a total loss of approximately 4%, while the population continues to rise.

Given the waiver of matriculation for many students for Spring 1997, it is possible that these data may not be entirely representative of actual trends, whether improvements or declines, as a greater number of students may have self-placed in courses in Spring 1997. However, the completion rates of African Americans, as they have remained a full 10% below all other groupings, require further examination so that intervention measures may be proposed.

Goal: To increase completion rates by 5% for each group

Goal: To reduce the difference between all groups to a maximum of 10% by 2000

Goal: To maintain standards of rigor throughout the process

SUCCESSFUL COURSE COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for a systematic review and update of all curricula to ensure diversity issues are integral to the material	1.a Review all curricula to ensure diversity issues are integral to the material.	1.b Academic Departments Office of Instruction Curriculum Committee	1.c Fall, 1996	1.d Course guidelines Course syllabi Curriculum Committee Minutes. The 1996-97 Program Review model approved by the Curriculum Committee incorporates an entire section which requires review of all curricula to ensure diversity issues are integral to program offerings.

85

86

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
5. Need for additional support services	**2.a** Evaluate methods for increasing student access to counseling, financial aid, and career services.	**2.b** Student Services	**2.c** Fall, 1997	**2.d** Student Services Report
	Evaluate methods for increasing student access to classroom, lab, and library space and/or hours.	Deans of Instruction Librarians	Fall, 1997	Dean of Instruction/Library Report
	Increase tutor access at both campus sites.	Deans of Instruction Instructional Faculty	Spring, 1996 -- Ongoing	Tutoring Records
	Provide textbooks on reserve.	Campus ADA	Current -- expanded, ongoing	Course syllabi Library Reserve Records
	Provide district-wide TDD telephone system.	Student Services Childcare Center	Fall, 1997	District-wide TDD telephone system. (DSP areas have TDDs for college/student business calls.)
	Expand childcare facilities/access at SJC, and establish childcare facilities at MVC	Financial Aid Office Dean of Admissions and Records	Fall, 1999	Increased SJC hours/access. Establishment of MVC facilities. This strategy is appropriate, and funding has been approved by Sacramento.
	Increase financial aid, small emergency awards, and timely dispersement of funds.	~~Information Officer~~ *Director of Government and Community Relations*	Fall, 1998	Financial Aid Records
	Work with RTA to provide bus schedules on both campuses and to increase service to the college	Student Services Dean of Institutional Advancement ~~Information Officer~~	Spring, 1996 -- Ongoing	Bus Schedules, The Public Information Office continues to work with RTA for bus schedules.
	Establish program designed to increase success rate for African Americans.		by Fall, 1998 -- Ongoing	Program Documentation Program in place

87

BEST COPY AVAILABLE

88

Barriers	Implementation Strategy	Accountability	Target Date	Evauation Benchmarks
S. Need for increased faculty/front line personnel awareness of service areas and the variety of MSJC's student population	**3.a** Provide flex activity bus trips through service areas, specifically rural and low income areas so that faculty/front line personnel can be more aware of and sensitive to the needs of all MSJC students.	**3.b** Flex Committee Faculty	**3c** ~~Spring, 1997 -- Ongoing~~ *15 January 1998*	**3.d** Flex Handbook. ~~Bus tours have been conducted twice before as part of the January flex program. These tours were conducted, though, when MSJC still operated its own bus. This service has been suspended at MSJC, and buses, contracted elsewhere, cost approximately $500 per day, a pricy sum for a single Flex activity. However, the Flex Committee will look into securing funds for just such an activity in light of the Student Equity Committee's charge and recommendation.~~ *The Flex Committee has planned this event, scheduled to take place on 15 January 1998. Therefore, this goal has been met.* ✓
	Provide student presentations/forums for faculty/front line personnel	ASB Student Clubs	Fall, 1996 -- Ongoing	Flex Handbook Presentation information will be maintained in college files
S. Need for increased sensitivity to cultural/ability differences	**4.a** Provide flex activities/Pre-College Day activities designed to enhance awareness of cultural/ability differences.	**4.b** Faculty Disabled Student Services	**4.c** Spring, 1997 -- Ongoing	**4.d** Flex Handbook Pre-College Day Activities records
S. Need for increased acknowledgment and recognition of the academic achievements of historically underrepresented students	**5.a** Develop and expand existing student recognition programs.	**5.b** Student Services	**5.c** Current -- Ongoing, enhanced	**5.d** Student Services records Recognition programs in place Recognition programs records

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for increased support for faculty to maintain currency in their disciplines	**6.a** Maintain and expand currency in learning materials/equipment	**6.b** Flex Committee Faculty	**6.c** Current -- Ongoing	**6.d** Flex Handbook
	Increase faculty skills/knowledge. Provide computer and multi-media presentation training.	Flex Committee Faculty	Current -- Ongoing	Flex Handbook One of the Flex Committee's main charges is to aid instructors in maintaining currency in their disciplines, and this is in part accomplished by maintaining and expanding currency in learning materials/equipment and by increasing faculty skills/knowledge. Past and present flex schedules show that any number of workshops satisfy these goals. The Flex Committee will maintain this focus. *Therefore this goal has been met.* ✓
	Provide reimbursement and recognition for college course work related to area of service.	Office of Instruction Salary Advancement Committee	Current-- Ongoing, enhanced	Salary Advancement Committee Minutes
S. Need for low enrollment transfer level/degree-applicable courses to be sustained so that students are not prevented from transfer or degree completion in a timely manner	**7.a** Assess feasibility of converting selected transfer level/degree-applicable courses to Omega status.	**7.b** Office of Insruction Academic Departments Curriculum Committee	**7.c** Fall, 1996 -- Ongoing	**7.d** Curriuclum Committee Minutes The Curriculum Committee will address this issue when it comes forward Course Outlines
S. Need for greater student access to regular course offerings/course schedule	**8.a** Create greater consistency of course offerings so that scheduling changes are minimized (e.g., prevent last minute add or deletion of course offerings when possible).	**8.b** Office of Instruction Department Chairs	**8.c** Fall, 1996 -- Ongoing	**8.d** Schedule of classes Office of Instruction records
	Provide final exam schedule in schedule of classes so that students can coordinate their MSJC semester schedules with outside commitments.	Office of Instruction	Fall, *1998* -- Ongoing	Schedule of classes ~~The final exam schedule is now in place in the schedule of classes.~~ *The final exam schedule has not been maintained in the schedule of classes. This important issue will be addressed by the Scheduling Improvement Task Force.*

91

92

Barriers	Implementation Strategy	Accountability	Target Date	Evauation Benchmarks
S. Need for varied staff/faculty hours so that night/part time students have increased access to student services	**9.a** Encourage faculty to teach/counsel during afternoon and evening hours. Assess feasibility of offering varied work schedules for staff	**9.b** Academic Departments Office of Instruction Student Services All student contact service areas	**9.c** Spring, 1996 -- Ongoing Fall, 1996 -- Ongoing	**9.d** Schedule of classes Schedule of counseling appointments Counseling offers services at both campuses 5 days per week and 4 evenings per week. Many full-time faculty teach in the evenings. This goal has therefore been met. ✓ All student contact service area records. *Fast Trac and Telecourses have been implemented to increase student access.* ✓
S. Need for Admissions and Records and Student Services to be centralized and better coordinated	**10.a** Move Admissions and Records and Student Services to provide a centralized location. Maintain regularly scheduled meetings between Admissions and Records and Student Services administrators, faculty, and staff.	**10.b** office of the President Admissions and Records Student Services Admissions and Records Student Services	**10.c** Fall, 1996 Fall, 1996 -- Ongoing	**10.d** Location of offices/campus maps. Admissions and Records is now housed within the Student Success Center, along with all Student Services. This goal has been met. ✓ *Note: Centralization of registration with A & R counter has resulted in fewer access points for student registrants and may result in longer waits for students. Therefore, the completion of this goal may generate another goal, if this is determined to be a hinderance for students.* Minutes of meetings

Degree and Certificate Completion at MSJC

Degree and Certificate Research, 1994/1995 Academic Year

The total number of degrees and certificates awarded to the ethnic distribution of the recipients four years earlier.

MSJC Population	Degrees		Certificates		Total	
Asian	1.92%	n = 7	0.27%	n = 1	2.19%	n = 8
African American	1.37%	n = 5	0.55%	n = 2	1.92%	n = 7
Filipino	1.10%	n = 4	1.64%	n = 6	2.74%	n = 10
Hispanic	8.77%	n = 32	1.10%	n = 4	9.86%	n = 36
Native American	0.82%	n = 3	0.27%	n = 1	1.10%	n = 4
White	61.10%	n = 223	17.81%	n = 65	78.90%	n = 288
Pacific Islander	0.55%	n = 2	0.27%	n = 1	0.82%	n = 3
Female	55.62%	n = 203	15.89%	n = 58	71.51%	n = 261
Disabled	3.01%	n = 11	0.0%	n = 0	3.01%	n = 11

MSJC Population represents averaged Fall 1991/Spring 1992 census enrollments

"*n*" = the total number of students

Research Implications, 1994/1995

Degree and certificate completion rates are consequential measures of student success and equity. At Mt. San Jacinto College, the most students to receive degrees and certificates respective to their enrollments four years earlier are females and whites, respectively, at 9.38% and 4.17% above their representation in the college. Filipino students (at 1.86% above), Native Americans (at 1.59% below), Asian/Pacific Islanders (at .68% below), and African Americans (at .78% below) are all within two percentage points of their enrollments four years earlier. Hispanic students are 4.3% below their representation in the college four years earlier. Consequently, Hispanic degree and certificate rates should be closely monitored, and intervention measures should be considered if these data remain consistent. Disabled enrollments are currently unavailable.

BEST COPY AVAILABLE

Degree and Certificate Research, 1995/1996 Academic Year

The total number of degrees and certificates awarded to the ethnic distribution of the recipients four years earlier.

MSJC Population	Degrees		Certificates		Total	
Asian	2.78%	n = 11	0.51%	n = 2	3.28%	n = 13
African American	2.02%	n = 8	0.51%	n = 2	2.53%	n = 10
Filipino	2.02%	n = 8	0.76%	n = 3	2.78%	n = 11
Hispanic	11.87%	n = 47	1.52%	n = 6	13.38%	n = 53
Native American	2.53%	n = 10	1.52%	n = 6	4.04%	n = 16
White	57.58%	n = 228	13.13%	n = 52	70.70%	n = 280
Pacific Islander	0.0%	n = 0	0.0%	n = 0	0.0%	n =0
Female	57.07%	n = 226	11.61%	n = 46	68.69%	n = 272
Disabled	3.79%	n = 15	1.01%	n = 4	4.80%	n = 19

MSJC population represents averaged Fall 1992/Spring 1993 census enrollments

"*n*" = the total number of students

Research Implications, 1995/1996

Degree and certificate completion rates for all groupings except females are within two percentage points of their enrollments four years earlier. Female students receive degrees and certificates at 6.06% above their representation in the institution four years earlier, a drop of 3.32% in terms of their enrollment to completion ratios last year. Female students therefore remain MSJCs strongest cohort of degree and certificate completers. Filipinos (at 1.73%), American Indians and Alaskan Natives (at 1.26%), and Asians and Pacific Islanders (at 0.9%) all receive degrees and certificates at slightly above their representation in the college four years earlier. For American Indian/Alaskan Native and Filipino students, these percentage rates represent a change from last year's percentage rates of less than 0.35%. Asian/Pacific Islander students have gone from just below their representation last year (0.68%) to just above (0.99%) for a 1.67% increase in degree and certificate rates completion rates to enrollments four years earlier. White students experienced a drop in degree and certificate completion rates from 4.17% above their representation in the college four years earlier to 0.61% below their representation in the college four years earlier. This may in part be a function of their representation in the college, down from 78.9% to 70.7%. While white students complete within one percentage point of their representation, any further drops should be closely examined. African American students still complete at slightly below their representation in the college four years earlier, but rates are up from 0.78% below their representation to 0.67% below their representation. Hispanic students also still complete degrees and certificates below their representation in the college four years earlier, but rate differences have decreased from 4.32% below

representation to 1.94% below representation. While this gain is impressive, degree and completion rates for Hispanics should still be closely monitored, as 1.94% below representation is the lowest below representation for all groupings. Disabled enrollments are currently unavailable, but disabled student completion rates have risen from 3.01% (n = 11) to 4.80% (n = 19). These data represent only those disabled students who have accessed the Disabled Students program and may therefore not be entirely representative.

Degree and Certificate Research, 1996/1997 Academic Year

The total number of degrees and certificates awarded to the ethnic distribution of the recipients for years earlier.

MSJC Population	Degrees		Certificates		Total	
Asian	1.73%	n = 7	0.50%	n =2	2.23%	n = 9
African American	2.97%	n =12	0.74%	n =3	3.71%	n = 15
Filipino	0.74%	n = 3	0.25%	n =1	0.99%	n = 4
Hispanic	12.87%	n = 52	1.98%	n =8	14.85%	n = 60
Native American	2.72%	n = 11	0.50%	n =2	3.22%	n = 13
White	61.39%	n = 248	9.16%	n =37	70.54%	n = 285
Pacific Islander	0.0%	n =0	0.0%	n = 0	0.0%	n = 0
Female	55.69%	n =225	10.64%	n = 43	66.34%	n = 268
Disabled	5.20%	n =21	1.49%	n = 6	6.68%	n = 27

MSJC population represents averaged Fall 1993/Spring 1994 census enrollments

"*n*" total number of students

Research Implications, 1996/1997

Degree and certificate completion rates for all groupings have remained within two percentage points of their enrollments four years earlier, except for female students, who complete degrees and certificates at 4.25% above their representation. Degree and certificate completion rates for female students have therefore experienced a steady drop to enrollment rates over the past three years: from 9.38% to 6.06% to 4.25% above their representation in the college fours earlier, while their representation in the college has remained constant at 62%. While they still represent the strongest degree and certificate completer grouping, the reasons for this steady drop should be further examined. White (0.89%), American Indian/Alaskan Native (0.67%) and African American (0.45%) above) students all complete degree and certificates at slightly above their representation in the college four years earlier. White student completion rates have therefore experienced a drop, then remained fairly consistent over the course of three years: from 4.17% to 0.61% to 0.89% above their representation in the college. This may in part be a function of their drop in terms of representation over the course of the past three years: from 74.7% to 71.3% to 69.7% as the college continues to diversify. American Indian/Alaskan Native student completion rates have improved slightly over the course of the past three years: from 1.59% below to 1.26% above to 0.67% above their representation in the college four years earlier. The small "n" for this grouping makes population trends difficult if not impossible to determine. African American student degree and certificate completion rates have increased slightly over the course of three years: from 0.78% below

African American student degree and certificate completion rates have increased slightly over the course of three years: from 0.78% below to 0.67% above to 0.45% above their representation in the college four years earlier.

Degree and certificate rates for Hispanic (at 1.7%), Asians/Pacific Islander (at 0.2%), and Filipino students (at 0.15%), are slightly below their representation in the college. In the case of the latter two groupings, the small "n" makes population trends difficult to determine. Hispanic student completion rates, while still the lowest in comparison to their representation in the college four years earlier, have made consistent gains over the course of the past three years: from 4.32% below to 1.94% below to 1.7% below their representation in the college. Asian/Pacific Islander and Filipino degree and certificate completion rates have remained within one percentage point of their enrollments in the college from years earlier. Currently, Asian/Pacific Islander students complete at 0.26% below, and Filipino students at 0.15% below their representations in the college four years earlier. Disabled enrollments are currently unavailable, but disabled student completion rates have risen steadily from 3.01% (n = 11) to 4.80% (n = 19) to 6.68% (n = 27). These data represent only those disabled students who have accessed the Disabled Students Program and may therefore not be entirely representative.
Overall, degree and certificate completion rates for each grouping have remained fairly consistent, with some slight decreases and increases. The college has therefore met one degree and certificate completion goal: to ensure that the ethnic distribution of degree and certificate recipients is within 2% of the enrollments four years earlier; the other goal, to increase by 10% a year the total number of degrees and certificates awarded, has not been met, but improvement has been made, with degree and certificate awarded increasing about one percentage point for the past two years. This goal may need to be examined by the Student Equity Committee to determine whether or not it should be altered or whether additional measures to increase degree and certificate completion rates should be undertaken. Possibly, a combination of both strategies would best serve the students of MSJC.

Goal: To increase by 10% a year the total number of degrees and certificates awarded

Goal: To ensure that the ethnic distribution of degree and certificate recipients is within 2% of the enrollments four years earlier

Please Note:
Due to discrepancies in year to year data reporting, the degree and certificate data reported for 1994/1995 and 1995/1996 academic years have been updated so that it can be assured that the same information has been utilized for each of the three academic reporting years contained herein. Information Services has provided the best information available; however, the data reported in this section is still under review.

Institutional Research is working to rectify any errors that may be contained in these data and requests that these data be considered preliminary until such time as they can be definitively confirmed. For clarification, or additional information, please contact Institutional Research at (909) 487-6752, extension 1301.

DEGREE AND CERTIFICATE COMPLETION

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
D. Need for greater awareness among students/potential students regarding degree and certificate options	1.a Prepare brochure that outlines degree and certificate offerings for classroom, counseling office, and community dissemination	1.b Tech-Prep Coordinator Office of Instruction	1.c Fall, 1996	1.d Brochures Tech-Prep Report
	Provide comprehensive Career Center services on the MVC	Career Center	~~Fall, 1997~~ *1997/98 academic year*	Establishment of comprehensive Career Center services on MVC. *Career and transfer services resources for MVC students have been ordered, but there is no place to put them until the counseling area is remodeled. The remodeling should occur later this academic year.*
	Increase awareness about Career Center services	Career Center	Current -- Ongoing	Classroom presentations
	Review and revise orientation process to enhance high contact, multiple area introduction to MSJC and its services.	Student Services Office of Instruction	Fall, 1997 -- ongoing	Counseling Records
	Educate business community regarding scope of certificates available.	Tech-Prep Coordinator Marketing Committee	Current -- Ongoing	Tech-Prep Report
	Coordinate programs for one and two semester certificates with the needs of the market and the capabilities of current welfare rrecipients	*Career and Vocational Education*	*Current -- Ongoing with an accelerated need in spring 1998*	*Direct mailings by County DPSS to AFDC/TANF recipients*
	Work more closely with High School Counselors and advise of student financial aid.	*Student Services/MSJC Counselors*	*Current -- Ongoing*	*Increased referrals and enrollment*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
D. Need for greater accessibility to program schedule	**2.a** Explore scheduling alternatives to augument regular 16 week semester courses	**2.b** Office of Instruction	**2.c** Spring, 1996	**2.d** Schedule of Course Offerings Course Outlines Underway. Currently, the college offers ~~"late start"~~ *Late Start, Fast Trac, and Telecourses* and is expanding ~~afternoon and Saturday~~ *all course* offerings.
	Track students schedules semester to semester to determine whether degrees and certificates can be obtained in a timely manner (i.e., are students able to complete degree programs based on course time/day availability?)	~~Office of Research~~ *Institutional Research*	~~Fall, 1997~~ *Spring, 1998*	~~Institutional Research Update~~ ~~Design is in progress~~ *Completed Report*
D. Need for greater academic support	**3.a** Expand tutoring availability Provide tutoring for vocational courses	**3.b** Student Services Student Services Dean*(s)* of Instruction	**3.c** Fall, 1997 Spring, 1997	**3.d** Report by Dean of Instruction Tech-Prep Report

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
D. Need for assessment of degree and certificate offerings to determine how MSJC meets degree and certificate needs of its service area (e.g., business needs)	**4.a** Track employment placement rate to determine program success	**4.b ~~Office of Research~~** *Institutional Research* Dean of Instruction/Vocational Education	**4.c** Fall, 1997 -- Ongoing	**4.d ~~Institutional Research Update Design is in progress~~**
			1997-1998 academic year	*The college has been involved in a regional collaborative endeavor aimed at assessing the needs of the business community in relation to degree & certificate offerings and available employment. As such, the college in conjunction with Riverside Community College, Palo Verde College and College of the Desert, has contracted with the Resource Group for a study to be conducted which addresses the aformentioned concerns. Findings from the area study will be available during the Fall 1997. It is the intent of the college to analyze these findings and develop a specific plan of action to address the resulting concerns, issues and needs. This will be done during the 1997 - 1998 academic year.*
	Work with community/business leaders to assess program offerings	Tech-Prep Coordinator Marketing Committee	Current -- Ongoing	Tech-Prep Report
D. Need for research to determine disabled degree and certificate completion rates	**5.a** Research disabled degree and certificate completion rates	**5.b ~~Office of Research~~** *Institutional Research*	**5.c** Current -- Ongoing	**5.d** Student Equity Report ~~**Underway**~~. *This process has been implemented into annual Institutional Research planning, and information is provided in the Student Equity Report each year. Therefore, this goal has been met.* ✓

BEST COPY AVAILABLE

Transfer at MSJC

Transfer Research Results, 1995

The percentage of each group that is enrolled to the percentage who transfer to a SCU or a UC campus each year and the ethnic distribution of these transfer students.

% MSJC Population	91/92	92/93	93/94	94/95
Asian/Pacific Islander	2.3%	2.3%	2.5%	2.2%
African American	2.7%	3.2%	3.3%	3.3%
Filipino	0.9%	1.1%	1.1%	1.3%
Hispanic	14.2%	15.3%	16.5%	18.2%
Native American	2.7%	2.8%	2.6%	2.5%
White	74.7%	71.3%	69.7%	68.9%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. As Disabled and Female rates are currently unavailable, they are not displayed in MSJC population. Please note that enrollment figures represent averages of Fall and Spring semesters.)

% MSJC Population	91/92	92/93	93/94	93/94
Asian/Pacific Islander	2.5%	5.5%	4.2%	3.6%
African American	4.2%	6.4%	3.1%	3.2%
Fiilpino	0.0%	1.8%	0.52%	0.0%
Hispanic	11.8%	13.6%	18.2%	13.2%
Native American	0.8%	0.9%	0.0%	2.3%
White	74.0%	55.5%	61.5%	64.5%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. These data are provided by CPEC. Disabled and Female population data are currently unavailable.)

BEST COPY AVAILABLE

Transfer at MSJC

Transfer Research Results, 1996

The percentage of each group that is enrolled to the percentage who transfer to a CSU or a UC campus four years later and the ethnic distribution of these transfer students.

% MSJC Population	92/93
Asian/Pacific Islander	2.3%
African American	3.2%
Filipino	1.1%
Hispanic	15.3%
Native American	2.8%
White	71.3%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. As Disabled and Female rates are currently unavailable, they are not displayed in MSJC population.)

% MSJC Transfer Rates	95/96
Asian/Pacific Islander	6.1%
African American	4.2%
Filipino	0.9%
Hispanic	16.4%
Native American	1.9%
White	59.2%

(Benchmark figures exclude Unknown and Decline to State categories; therefore, the total of the six groups does not equal 100%. These data are provided by CPEC. Disabled and Female population data are currently unavailable.)

Research Implications, 1995

Education Code section 51027 requires that the governing board of each community college district recognize transfer as one of its primary missions, and that an emphasis shall be placed on the preparation and transfer of underrepresented students. Mt. San Jacinto College found that although it places great importance on transfer, and has established a successful Transfer Center, more needs to be done to increase transfer rates, specifically among historically underrepresented groups and ethnic minorities, as defined by Division 6 of Title 5, Subchapter 4, Section 54220.

At Mt. San Jacinto College, Asians and Pacific Islanders are transferring at slightly higher rates than their representation in the community and at the college. African Americans are transferring on par with their representation (1993/94) though transfer rates are below representation figures for the two proceeding years. African Americans are also transferring at slightly higher rates than their representation in the community. Native Americans are transferring at much lower rates than their representation in the college and slightly below their representation in the community, though their representation in the college is slightly higher than within the community. Whites transfer at rates slightly lower than their representation in the college.

Research Implications, 1996

Transfer rates are up less than 1% for African Americans and down less than 1% for Asian/Pacific Islanders and Filipinos. Hispanics experienced a 5% drop in transfer. Whites experienced a 3% increase in transfer. Although the College met its goal of ensuring the ethnic distribution of transfer students is within 2% of the enrollments four years earlier, the goal of increasing by 5% a year the number of students who transfer has not been met. The College must consequently increase its transfer efforts.

Research Implications, 1997

The district is pleased to report tht MSJC population averages from 91/92 to 92/93 are up for every ethnicity, except for Asian/Pacific Islander students, for which the enrollment averge remained constant. White students, however, have experienced a 3.4% drop in enrollment percentages as the district continues to become more diverse.

Transfer rates to the UC and CSU systems are also up for every ethnicity except Native Americans, who experienced a 0.4% drop in transfer rate. Whites have experienced a 5.3% drop; however, their transfer rate is 12.1% above their representation four years earlier. Asian/Pacific Islander transfer rates are 3.8% above their representation, African American transfer rates are 1% above their representation, and Hispanic transfer rates are 1.1% above their representation. Filipino transfer rates are 0.2% below their representation and Native American transfer rates are 0.9% below their representation in the college.

Although the college has not yet met the goal of increasing by 5% a year the number of students who transfer, the goal of ensuring that the ethnic distribution of transfer students is within 2% of the enrollments four years earlier has been met; although white students transferred at 12.1% above their representation and are therfore not within 2% of their enrollment four years earlier, the district is pleased when transfer rates exceed representation for any grouping. If other groupings do not soon approach this grouping's rate, however, the district will need to examine this issue further.

Goal: To increase by 5% a year the number of students who transfer

Goal: To ensure the ethnic distribution of transfer students is within 2% of the enrollments four years earlier

TRANSFER

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for greater campus-wide awareness of transfer requirements	**1.a** The transfer center will produce informational brochures and fact sheets to increase student, counselor, and instructional faculty awareness of transfer requirements and options.	**1.b** Transfer Center Student Services	**1.c** Spring, 1996 -- Ongoing	**1.d** Production of brochures and fact sheets
T. Need for greater transfer among all students, particularly historically underrepresented students	**2.a** The Transfer Center will offer transfer orientations The Transfer Center will work with all appropriate college personnel to increase transfer among historically underrepresented students and to research programs which support underrepresented student transfer.	**2.b** Transfer Center Counselors	**2.c** Spring, 1996 -- Ongoing Establishment of at least one program: Fall, 1997 -- Ongoing	**2.d** Transfer Center Annual Report Increase in number of transfers, specifically among traditionally underrepresented students Establishment of program
T. Need for increased curriculum offerings to assure that students can meet GE requirements at MSJC in a variety of disciplines	**3.a** The Office of Instruction will oversee a study of GE requirements/course offerings at California community colleges in order to assess MSJC course offerings.	**3.b** Office of Instruction	**3.c** August, 1997	**3.d** Presentation of study to all college faculty/adminisrators
T. Need for database to identify prospective transfer students	**4.a** The Office of ~~Research~~ *Institutional Research* will work with Information Services and the Transfer Center to establish a database to identify transfer students and potential transfer students and to evaluate MSJC's transfer efforts. Institutional Research and the Transfer Center will produce a joint report on their findings.	**4.b** ~~Office of Research~~ *Institutional Research* Information Services Transfer Center	**4.c** Current -- Ongoing	**4.d** Production of ~~Office of~~ *Institutional* Research/Transfer Center Report. Transfer Center services have been evaluated. Preliminary research re-evaluating the transfer baseline has been conducted. *Institutional Research is prepared to assist the Transfer Center when it is prepared to move forward on this issue.*
T. Need for transfer orientations	**5.a** The Transfer Center will offer transfer orientations	**5.b** Transfer Center	**5.c** Spring, 1996 -- Ongoing	**5.d** Transfer Center Annual Report
T. Need for coordination of transfer functions with four year colleges and universities	**6.a** The Transfer Center will work to coordinate transfer functions with four year colleges and universities	**6.b** Transfer Center	**6.c** Spring 1996 -- Ongoing	**6.d** Transfer Center Annual Report

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for Transfer Center review of implementation of State mandates	**7.a** The Transfer Center will review State mandates	**7.b** Transfer Center	**7.c** Spring 1996 -- Ongoing	**7.d** Transfer Center Annual Report
T. Need for reclassification of the Transfer Center Specialist classified position to a Certificated position.	**8.a** TheTransfer Center Specialist will continue reclassification procedures.	**8.b** Office of the President Student Services	**8.c** Fall, 1995	**8.d** Reclassification Transfer Center annual Report. This goal has been met. ✓
T. Need for implementation of a local advisory committee that consists of students, campus, and four year college and university personnel	**9.a** The Transfer Center will work to implement an advisory committee	**9.b** Transfer Center	**9.c** Spring, 1996 -- Ongoing, pending reclassification	**9.d** Transfer Center Annual Report
T. Need for the establishment of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts and the achievement of its Transfer Center Plan	**10.a** ~~The Office of~~ *Institutional* Research and Information Services will work with the Transfer Center to assist in this internal evaluation; the Transfer center will undertake the implementation of the Transfer Center Plan with the supporting documentation provided.	**10.b** Information Services ~~Office of~~ *Institutional* Research Transfer Center	**10.c** June, 1997 -- Ongoing	**10.d** Transfer Center Annual Report Research Update. Transfer Center Services have been evaluated. Preliminary research reevaluating the transfer baseline has been conducted. *Institutional Research is prepared to assist the Transfer Center when it is prepared to move forward on this issue.*
T. Need for student on-site exposure to four year college and university experience	**11.a** The Transfer Center will work with all counselors to increase on-site tours to four year colleges and universities for MSJC students. The Transfer Center will work with counselors to establish summer placement on local college and university campuses.	**11.b** ~~Student Services~~ Counselors ~~Department~~ *Dean of Student Services/Counseling* Transfer Center Counseling Department Transfer Center	**11.c** ~~Fall, 1996 --~~ Ongoing, *Current*	**11.d** Transfer Center Annual Report: increase the number of on-site visits as documented by Student Services. *This goal is well uncerway.* Transer Center Annual Report
T. Need for transportation to take students on tours of four year college and university campuses	**12.a** Office of the President will work with the Transfer Center to secure transportation to take students on campus tours.	**12.b** Office of the President Transfer Center	**12.c** Spring, 1997 -- Ongoing	**12.d** Designated transportation vehicle Transfer Center Annual Report Increased student hours

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
T. Need for greater student access to transfer services	**13.a** The Transfer Center will work with the Vice President of Student Services and the Office of the President to secure increased transfer center space, increase transfer center support staff, and increase transfer center hours on both college campuses.	**13.b** Vice President of Student Services Office of the President Transfer Center	**13.c** Fall, 1996 -- Ongoing	**13.d** Strategic Planning Report Transfer Center Annual Report. This process is underway.
T. Need for Transfer Center access to all student transcripts	**14.a** Information Services will work with Student Services and the Transfer Center to establish the methodologies to input non-MSJC transcripts.	**14.b** Information Services	**14.c** Fall, 1997	**14.d** Non-MSJC student transcripts added to mainframe.
T. Need for research data on transfer rates for female and disabled populations	**15.a** Research completion rates and transfer status for females and for disabled students.	**15.b** ~~Office of~~ *Institutional* Research *Information Services*	**15.c** Spring, 1997 -- Ongoing	**15.d** ~~Institutional Research Update~~ Student Equity Report *Completion rates for female and disabled students are now reported. Transfer status information for female and disabled student is still unavailable. Institutional Research will work with Information Services toward this goal.*

Mt. San Jacinto Community College District

Completed Goals

BEST COPY AVAILABLE

COMPLETED GOALS

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
CAMPUS CLIMATE				
C. Need for better communication college-wide. (College-wide efforts to improve communications continue. All managers attended a two-day retreat to develop and strengthen communications at the management level. Moreover, weekly management meetings now take place. The Student Services sector has undergone significant reorganization to enhance communication. All counselors, including categorically funded counselors, are now working under ~~a Division Director~~ *the Dean of Student Services/Counseling*. The ~~Division Director~~ *Dean of Student Services/Counseling* is elected by the counseling staff, so the leadership is responsive both to the counselors and to the administration.)	**8.a** Provide both campuses with communication technology so that meetings which involve both campus personnel can be attended. Provide department/area network access.	**8.b** Office of the President Business Services Office of the President	**8.c** Fall, 1996 Current -- Ongoing	**8.d** Implementation of communications system. This goal has been met. ✓ Computer address file. This goal has been met. ✓

BEST COPY AVAILABLE

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
ACCESS				
A. Need for increased levels of access/educational opportunities for various underrepresented groups	**21.a** Establish PUENTE on the MVC campus.	**21.b** Counseling Department English Department	**21.c** Fall, 1996	**21.d** PUENTE Program in place. This goal has been accomplished. The PUENTE program is in place on the Menifee Campus and the College plans to establish the program on the San Jacinto Campus. ✓
SUCCESSFUL COURSE COMPLETION				
S. Need for varied staff/faculty hours so that night/part-time students have increased access to student services	**9.a** Encourage faculty to teach/counsel during afternoon and evening hours. Assess feasibility of offering varied work schedules for staff.	**9.b** Academic Departments Office of Instruction Student Services All student contact service areas	**9.c** Spring, 1996 -- Ongoing Fall, 1996 -- Ongoing	**9.d** Schedule of classes. Schedule of counseling appointments. Counseling offers services at both campuses 5 days per week and 4 evenings per week. Many full-time faculty teach in the evenings. This goal has therefore been met. ✓ All student contact service area records ✓
S. Need for increased faculty/front line personnel awareness of service areas and the variety of MSJC's student population	**3.a** Provide flex activity bus trips through service areas, specifically rural and low income areas so that faculty/front line personnel can be more aware of and sensitive to the needs of all MSJC students.	**3.b** Flex Committee Faculty	**3.c** ~~Spring, 1997 -- Ongoing~~ *15 January 1998*	**3.d** Flex Handbook. ~~Bus tours have been conducted twice before as part of the January flex program. These tours were conducted, though, when MSJC still operated its own bus. This service has been suspended at MSJC, and buses, contracted elsewhere, cost approximately $500 per day, a pricy sum for a single Flex activity. However, the Flex Committee will look into securing funds for just such an activity in light of the Student Equity Committee's charge and recommendation.~~ *The Flex Committee has planned this event, scheduled to take place on 15 January 1998. Therefore, this goal has been met.*

Barriers	Implementation Strategy	Accountability	Target Date	Evaluation Benchmarks
S. Need for increased support for faculty to maintain currency in their disciplines	**6.a** Increase faculty skills/knowledge. Provide computer and multi-media presentation training..	**6.b** Flex Committee Faculty	**6.c** Current -- Ongoing	**6.d** Flex Handbook One of the Flex Committee's main charges is to aid instructors in maintaining currency in their disciplines, and this is in part acomplished by maintaining and expanding currency in learning materials, equipment and by increasing faculty skills/knowledge. Past and present flex schedules show that any number of workshops satisfy these goals. The Flex Committee will maintain this focus. *Therefore this goal has been met.* ✓
DEGREE AND CERTIFICATE COMPLETION				
D. Need for research to determine disabled degree and certificate completion rates	**5.a** Research disabled degree and certificate completion rates	**5.b** ~~**Office of Research**~~ *Institutional Research*	**5.c** Current -- Ongoing	**5.d** Student Equity Report ~~**Underway.**~~ *This process has been implemented into annual Institutional Research planning, and information is proided in the Student Equity Report each year. Therefore, this goal has been met.* ✓
TRANSFER				
T. Need for reclassification of the Transfer Center Specialist classified position to a Certificated position.	**8.a** The Transfer Center Specialist will continue reclassification procedures.	**8.b** Office of the President Student Services	**8.c** Fall, 1995	**8.d** Reclassification Transfer Center Annual Report. This goal has been met. ✓

BEST COPY AVAILABLE

MSJC Annual Review Model

Student Equity goals and activities have become a component of MSJC's regular program review process. Each year, the Student Equity committee, aided by Institutional Research, produces a Student Equity Report based on ongoing research and assessment of campus climate, access, and success. The Student Equity Committee seeks input from all college areas and maintains representative membership. Although the 1997 Student Equity Report Update was produced without input from the Student Equity Committee, which took a hiatus for the 1996/97 academic year, the committee will resume this task when it reconvenes.

Appendix A

Dimensions of Diversity

Pre-College Day Agenda

Dimensions of Diversity

Pre-College Day
August 14, 1997

8:00 - 8:20 Continental Breakfast in the San Jacinto Campus Library

8:20 - 8:30 Welcome Back ..... Dr. Mason

8:30 - 9:15 The Challenges and Advantages of Diversity.....Selma Myers

9:30 - 11:30 Select a workshop from the following:

Teaching Tolerance...Presenters: Pamela Ford, Willie Hamilton ..... Rm. 158
Gender Issues...Presenters: Vicki Swan, Sterling Roulette ..... Rm. 112
Learning Styles Inventory: "Understanding Diverse Learning Styles and Problem Solving Preferences"... Presenter: Dr. Pat Spencer .... Rm. 102

11:30 - 12:30 Lunch, SJC Library

12:30 - 12:45 Faculty Association Announcements - John Seed

1:00 - 3:00 Select a workshop from the following:

Teaching Tolerance...Presenters: Pamela Ford, Willie Hamilton ..... Rm. 158
Gender Issues...Presenters: Vicki Swan, Sterling Roulette ..... Rm. 112
Learning Styles Inventory: "Understanding Diverse Learning Styles and Problem Solving Preferences"... Presenter: Dr. Pat Spencer .... Rm. 102

3:00 - 4:00 Division Meetings:

Career Education...Geraldine Perri ..... Rm. 112
Math Sciences... Dr. Chuck Engbretson ..... Rm. 158
Social and Behavioral Sciences, Physical Education, Arts and Humanities .....
Dr. Pat Spencer ..... Rm. 102

Appendix B

Memoranda Related to Student Equity

Mt. San Jacinto College
Office of Institutional Advancement
Inter-Office Memorandum

TO: **Faculty**

FROM: **Dana Reece Baylard, Director of Research**

DATE: **May 19, 1997**

SUBJECT: **STUDENT EQUITY PLAN UPDATE**

~~~~~~

In August of each year, Mt. San Jacinto College updates its Student Equity Plan. This district-wide plan examines both quantitative and qualitative data which relate to student success. The quantitative components include completion rates, retention rates, and transfer rates of Mt. San Jacinto College students. Quantitative components include district-wide determination of barriers to student success and goals for addressing these barriers. These barriers and goals are determined by all managers, staff, and faculty who provide suggestions. **Faculty input is essential to the success of this document.**

Barriers and goals specific to faculty have been forwarded to Academic Senate, the English and math department chairs, the counseling department, the Curriculum Committee, and the Flex Committee, all of which have designated items in the Plan. Since many faculty may not have the opportunity for direct input through the aforementioned areas, I would like to offer each faculty member the opportunity to review and add barriers and goals to achieving equity for all students at Mt. San Jacinto College. The current barriers, implementation strategies, accountability, timelines, and evaluation benchmarks are outlined in the September 1996 Student Equity Plan Update. If you need a copy, please call me at extension 1376, and I will either send you one or put one on reserve at your campus library.

The more faculty input we receive, the more accurately the Student Equity Plan will reflect student needs as faculty perceive them. Please return suggested changes and additions to me by **18 July 1997**. If you have any questions or concerns, do not hesitate to contact me (x1376). Thank you.

pc: Kay Ceniceros

DE197A01.SE

BEST COPY AVAILABLE
~~~~~~

Mt. San Jacinto College
Office of Institutional Advancement
Inter-Office Memorandum

TO: Distribution

FROM: Dana Reece Baylard, Director of Research

DATE: May 21, 1997

SUBJECT: STUDENT EQUITY PLAN UPDATE - REQUEST FOR ACTION

~~~~~~

Each year, Mt. San Jacinto College updates the annual Student Equity Plan. This district-wide plan examines both quantitative and qualitative data which relate to student success. The quantitative components include completion rates, retention rates, and transfer rates of Mt. San Jacinto College students. Quantitative components include district-wide determination of barriers to student success and goals for addressing these barriers. These barriers and goals are determined by all managers, staff, and faculty who provide suggestions. ***Faculty and student input is essential to the success of this document.*** Within the enclosed packet are highlighted barriers and goals that fall within your area.

Please take a few moments to review these barriers and goals with your colleagues and update them as appropriate. Also, please check timeliness and accountability for accuracy and appropriateness. ***If you identify additional barriers and goals that should be included, please list them.***

The more input we receive, the more accurately the Student Equity Plan will reflect student needs as you perceive them. Please return suggested changes and additions to me by **18 July 1997**. If you have questions or concerns, do not hesitate to contact me (x1376). Thank you.

pc: Academic Senate, c/o N. Kazi, President; D. Anderson, VP
Associated Student Body, c/o K.Cranney and D. Sandusky, SJC
English Department, c/o A. Walker, SJC; L. Barkley, MVC
Counseling Department, c/o B. James, SJC
Curriculum Committee, c/o B. Carrigan, Chair, MVC;
L. Conyers, Dean of Instruction, SJC
Flex Committee, c/o S. Roulette, Chair
Math Department, c/o S. Narin, Chair, SJC; F. Naar, Chair, MVC
Tech Prep Coordinator, Carolyn Hays, MVC
Transfer Center Coordinator, Lefty Gonzales, MVC
K. Dillon, Art Gallery
Dr. Roy B. Mason, Superintendent/President
ADA Disabled Students, c/o D. May
Board of Trustees, c/o A. Motte, Chair
Business Services, c/o W. Upper
Career Center, c/o
Child Care Center, c/o
Classified Senate, c/o B. Bruce
Community Education, c/o D. King
Deans of Instruction: C. Engbretson, L. Conyers, P. Spencer
Dean of Career Education, G. Perri
Director of Community Relations, B. Marchese
Facilities, c/o. R. Clifford
Financial Aid, c/o S. Hancock
Human Resources, c/o R. Bloyer
Informational Services, c/o S. Guarino
Institutional Advancement, c/o K. Ceniceros
Library, c/o
Marketing Committee, c/o B. James
Matriculation Committee, c/o
Office of Research, c/o D. Baylard
Salary Advancement Committee
Staff Development Committee, c/o S. Roulette
Switchboard, c/o

DE077A01 SE

BEST COPY AVAILABLE
~~~~~~

Mt. San Jacinto College
Office of Institutional Advancement
Inter-Office Memorandum

TO: Everyone

FROM: Dana Reece Baylard, Director of Research

DATE: May 28, 1997

SUBJECT: STUDENT EQUITY PLAN UPDATE

~~~~~~

In August of each year, Mt. San Jacinto College updates its Student Equity Plan. This district-wide plan examines both quantitative and qualitative data which relate to student success. The quantitative components include completion rates, retention rates, and transfer rates of Mt. San Jacinto College students. Quantitative components include district-wide determination of barriers to student success and goals for addressing these barriers. These barriers and goals are determined by all managers, staff, and faculty who provide suggestions.

Barriers and goals specific to departments listed in the September 1996 Student Equity Plan Update were forwarded to the departments having designated items in the Plan. In addition, we would like to offer all employees the opportunity to review and add barriers and goals designed to achieve equity for all students at Mt. San Jacinto College.

The current barriers, implementation strategies, accountability, timelines, and evaluation benchmarks are outlined in the September 1996 Student Equity Plan Update. If you do not have a copy, please call me at extension 1376, and I will put one on reserve at your campus library.

The more input we receive, the more accurately the Student Equity Plan will reflect student needs. Please return suggested changes and additions to me by **18 July 1997**. If you have any questions or concerns, do not hesitate to contact me (x1376). Thank you.

pc: Kay Ceniceros

DE227A01.SE

BEST COPY AVAILABLE
~~~~~~

Mt. San Jacinto College
Office of Institutional Advancement
Inter-Office Memorandum

TO: All Full-Time Employees

FROM: Dana Reece Baylard, Director of Research

DATE: August 22, 1997

SUBJECT: STUDENT EQUITY

~~~~~~

In May, all full-time employees were sent a memo requesting input for the annual Student Equity Plan. Additional memos went to all the individuals and departments named in the plan. We received some excellent input and ideas but would benefit from additional input.

Therefore, if you have done anything to enhance student equity or if you are planning to, we would love to hear from you. Your suggestions/input do not need to be anything more than a note scribbled on the bottom of this memo and returned to me. We will work to integrate all suggestions and activities received this month into this year's plan.

Thank you for your contribution.

EQMEM814

BEST COPY AVAILABLE
~~~~~~

Mt. San Jacinto College
Office of Institutional Advancement
Inter-Office Memorandum

TO: **Kay Ceniceros, Dean of Institutional Advancement;**
Executive Director, MSJC Foundation

FROM: **Dana Reece Baylard, Director of Research**

DATE: **August 27, 1997**

SUBJECT: **STUDENT EQUITY**

~~~~~~

In May, all full-time employees were sent a memo requesting input for the annual Student Equity Plan. Additional memos went to all the individuals and departments named in the plan. We received some excellent input and ideas but would benefit from additional input.

Therefore, if you have done anything to enhance student equity or if you are planning to, we would love to hear from you. Within the enclosed packet are highlighted barriers and goals that fall within your area. Please check timelines and accountability for accuracy and appropriateness, and feel free to change them as necessary. If you identify additional barriers and goals that should be included, please list them. We will work to integrate all suggestions and activities received by 12 September 1997 into this year's plan.

Thank you for your contribution.

EQMEM814

BEST COPY AVAILABLE
~~~~~~

Printing by:
MSJC Print Shop

BEST COPY AVAILABLE